Teacher's Book

WIN SKILLS



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Forword

Dear colleagues,

Win skills is a new collection of student's books for ivorian schools. It is designed specifically for teenage students in the first cycle of secondary school. It has been prepared according to the Competency-based Language Teaching (CBLT) syllabus.

Win skills 5e contains 8 units, divided into three lessons each. The lessons are also divided in 3 sessions. Students are directed by an arrow to the *Consolidation* session at the end of each unit. The *Consolidation* session covers one or two page (s) depending on editorial requirements.

The aim of this teacher's book is to give you suggestions for classroom management. They should not be taken for granted. This is the reason why time limits have been removed from the instructions. In fact, timing of exercises or activities within a lesson varies according to the difficulty of the task and the abilities of the students. Pictures have been selected to best fit your students' learning needs. The activities are designed for this sake. Be prepared to bring realias to improve your teaching.

Good preparation for the lessons is most important. You should read through and thoroughly understand the aims and suggestions before going to class. We have offered you a brief and concise comment for each section in the presentation note which appears in the very beginning of the student's book. Consult it if necessary for a better understanding of the teaching approach.

As you can see, the Learning contexts and Communication activities of the first four units are in french. In doing that, our unique objective is to simplify, the more we can, your teaching. Students of 5e being beginners in the process of learning this foreign language, it can help them. Likewise, the My dictionary heading found at the bottom of Good to Know pursues the same objective. The lexical items which are defined there are not to be taught but consulted by learners independently to teachers.

For each lesson, what to put on the board for students to copy is up to you. The *Let's keep in mind* heading may help. But it should not be systematic. Please, feel free to improve or put them differently. You are the only master of your class.

In this teacher's book, some proposals have been made to assist you in the feedback sessions, as far as Communication activities are concerned. They should not be taken for granted. Students are expected to use their abilities

to create original exchanges based on some models. Don't hurry to reveal our proposals as time saving tools. Give as much prompts as you can to guide students to genuine productions.

In **Win skills** student's books, the four skills (*Speaking, Writing, Listening and Reading*) are equally treated according to the official syllabus. Therefore, It's our pleasure to inform you that *Listening* podcasts are available on the official Internet site of the publisher. You should download and use them in order to enhance your teaching. You may need the help of your PU chairman or the regional Adviser to collect the Internet site address of the publisher. Morever, feel free to get in touch with some of the authors you may know for extra recommendations or suggestions.

May the use of our books be an enriching experience for you.

The authors

UNIT 1 : AT SCHOOL (Speaking)

LESSON 1 : THIS IS MY SCHOOL

Lead-in : Ask students to turn to page 9. Then ask them to describe the picture.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. Afterward, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se passe la scène ?	La scène se passe au Lycée Coffi Gadeau de Tiébissou.
Que font les personnages ?	Ils font une visite guidée.
Quel est le but de la visite guidée ?	C'est pour leur faire découvrir leur établissement.
Pour atteindre cet objectif, que font-ils ?	Ils échangent sur les noms des différents lieux visités.
De quoi parlera la leçon du jour ?	Elle parlera de différents lieux d'un établissement et comment les localiser.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content)*

- Ask students to turn to page 10.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure they understand that those items are related to places in a school.
- Write them on the board.

Vocabulary related to places in a school : *a grammar school / a secondary school / a gate / a school yard / a classroom / a staffroom / a teachers'room / a headmaster's office / a science laboratary / a library*

Listen and repeat *(Language function)*

Step 1 :

Give a couple of minutes to students to read silently the dialogue and bring out what the conversation held by Ozoua and Abedi is about.

Expected answer : the text is about how to locate places in Ozoua's school.

Step 2 :

- Name two vulunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Locating places in a school) : behind / in front of / in / next to.*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to build individually names of school places from the scrambled words.
- Students check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- Staffroom / 2- Classroom / 3- Laboratory / 4-Gate / 5-Library / 6-Office

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : Can you show me where the library is ?
   B : It is next to the gate.
2- A : Can you show me where the staffroom is ?
   B : It is in front of the administration building.
3- A : Can you show me where the headmaster's office is ?
   B : It is in the administration building.
4- A : Can you show me where the science laboratory is ?
   B : It is behind the library.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- office / 2- show / 3- school yard / 4- next to

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content)*

- Ask students to turn to page 12.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- If some pictures are not obvious, you may need to explain or demonstrate.
- Write the captions on the board.

Vocabulary related to places in a school : *a canteen / an infirmary / a nurse's office / a computer room / toilets / restrooms / bursar's office*

Look, listen and repeat 2 *(Language function)*

- Give the class a couple of minutes to study the pictures.
- Then point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- You call on some named students for demontrations. Ask them to come to the stage and give instructions like : « go left to the board », « go to the corner of the class », etc.
- If time allows ask « strong » students to read again the captions.
- Write the captions on the board.

Expected answers : turn left / turn right / go straight ahead / go past / cross / at the corner of... / next to / opposite / between

Listen and repeat *(Vocabulary content / Language function) :*

- Allow a few minutes for silent reading.
- Name two vulunteers to roleplay the dialogue.

- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Asking and giving directions) : Can you tell me where is / Can you show me where are / Where is / Where are / Go straight / Cross the school yard / Turn left / At the corner / Next to ...*

B - LET'S PRACTISE

Exercise 1 :

- Allow students a few minutes for individual work.
- After a few minutes allow them to check their ideas with a partner.
- Then ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1-b / 2-d / 3-e / 4-f / 5-c / 6-a

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name some pairs to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : Can you show me where the restrooms are ?
   B : Turn left, after this building.
2- A : Can you show me where the teachers' room is ?
   B : It is on your left.
3- A : Can you show me where the science laboratory is ?
   B : It is on the first floor.
4- A : Can you show me where the library is ?
   B : Go downstairs, it is next to the infirmary.
5- A : Can you show me where the principal's office is ?
   B : Go upstairs, il is on your left.
6- A : Can you show me where the computers room is ?
   B : Go straight, it is in front of you.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers :

1- Between / 2- Opposite / 3- Next to / 4- At the corner of / 5- Near

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 14.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed (Only for instructions 1 and 2).
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students (at least two pairs) to come and present their production out to the class.
- Put the completed dialogue on the board.

Note : The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their dialogues by themselves.

Exemple :

Abedi : Where is the laboratory in your school ?

You : Here it is. It is (1) *next* to the canteen.

Abedi : Where is the staffroom ?

You : (2) *It is between the headmaster's office and Classroom 3.*

Abedi : Where is Classroom 1 ?

You : (3) *It is in front of the playground.*

Abedi : Where are the restrooms ?

You : (4) *They are behind the laboratory*.

LESSON 2 : SCHOOL LIFE

Lead-in : Ask students to turn to page 15. Then ask them to describe the picture. Allow a few minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se passe la scène ?	La scène se passe au Lycée Moderne 1 de Gagnoa.
Que font les personnages ?	Ils se racontent des actions que les élèves accomplissent à l'école dans chacun des deux pays (Côte d'Ivoire / Nigeria).
De quoi parlera la leçon du jour ?	Elle parlera de la vie scolaire.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 16.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to school life.
- Write them on the board.

Vocabulary related to school life : *to line up / to sing the national anthem / to clean the school yard / to take a test / to have a lesson / to practise sports / to copy a lesson / to revise*

Listen and repeat *(Language function) :*

Step 1 :

Give a few minutes to students to read silently the dialogue, and bring out what the dialogue between Ada and the teacher is about.

Expected answer : the dialogue is about ongoing actions (what people are doing) in Ada's school / class.

Step 2 :

- Name two vulunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function (Talking about what people are doing) : *are doing / are lining up / are playing / are taking / I'm preparing*

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs asking and answering questions.
- Remind the class to change over after a few minutes.
- Move around the class, listening for the correct responses, giving help when needed.
- Check their understanding by calling on named students to ask and answer the questions.

Expected dialogues :

A : What are the students doing in **picture 1** ?
B : They are lining up.
A : What are the students doing in **picture 2** ?
B : They are singing the national anthem.
A : What are the students doing in **picture 3 ?**
B : They are cleaning the school yard.
A : What is the boy student doing in **picture 4 ?**
B : He is taking a test.
A : What are the students doing in **picture 5 ?**
B : They are having class.
A : What are the people doing in **picture 6 ?**
B : They are practising sports.
A : What is the girl student doing in **picture 7 ?**
B : She is copying a lesson.
A : What is the girl student doing in **picture 8 ?**
B : She is revising.

Exercise 2 :

- Students work in pairs asking and answering questions.
- Remind the class to change over after a few minutes.
- Move around the class, listening for the correct responses, giving help when needed.
- Check their understanding by calling on named students to ask and answer the questions.

Expected answers :

1- A : What is Naomie wearing ?
   B : She is wearing a mask.
2- A : What is Jack doing ?
   B : He is listening to the teacher.
3- A : What are we receiving ?
   B : We are receiving the first term reports.
4- A : What are the students doing ?
   B : They are lining up.
5- A : What are they doing ?
   B : They are revising their lessons.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers :

1- is revising / 2- are running / 3- are sweeping / 4- are playing / 5- am reading / 6- is doing

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 18.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- If some pictures are not obvious, you may need to explain or demonstrate.
- Write the captions on the board.

Vocabulary related to school life : *to put on / to be late / to work on a project / to write / to draw / to give a presentation / to take an exam / to work hard*

Listen and repeat 1 *(Language function) :*

- Give the class a couple of minutes to study the table.
- Then read aloud each section. Students listen and repeat. Check the pronunciation and correct if necessary.
- You go for a « asking for permission » proposal, then named students answer by either a « giving permission » or a « refusing to give permission ».
- Encourage students to practise the structures as much as possible.

Listen and repeat 2 *(Language function) :*

- Name two vulunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Asking for permission) : Can I / That is not possible / May I / Sure !*

B - <u>LET'S PRACTISE</u>

<u>Exercise 1</u> :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : May I open the door ?
   B : Yes, of course.
2- A : May I sit here, please ?
   B : No, you may not.
3- A : Can I join your game ?
   B : Yes, feel free to.
4- A : Would you mind if I take your English book home ?
   B : Sorry, I am afraid you can't.
5- A : Could I borrow your pencil case ?
   B : Yes, no problem.

<u>Exercise 2</u> :

Expected answers :

1- May I take the pencil ?
2- May I come in ?
3- May I open the door ?
4- Sorry, not right now.
5- Yes, you may.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers :

1- Can I go / 2- I'm afraid you can't / 3- why not / 4- But / 5- May I / 6- you can / 7- Great

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Ask students to turn to page 20.
- Allow enough time for this and give help if needed (Only for instructions 1 and 2).
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students to come and present their production out to the class.
- Put the completed dialogue on the board.

Note : The production below is a mere example. It should not be taken for granted. Guide them the students so that they can produce it by themselves.

Example :

Nigerian penfriend : Hello, my friend. Tell me how do you get to the classroom in your country ?

You : To get to the classroom**,** we line up.

Nigerian penfriend : What do you do during classes ?

You : We do many activities.

Nigerian penfriend : What are there ?

You : We copy lessons, we work on projects, we give presentations, we also take tests and quizzes.

Nigerian penfriend : Wow, we can say, you work hard at school. Now, tell me ; how do you ask for permission in different situations ?

You : We can say **:** « May I go out, please Sir / Madam ; Could I ask you a question, please Sir / Madam, etc. »

Nigerian penfriend : Cool. We do exactly the same things in our schools. Goodbye, my friend. See you next time.

You : See you !

LESSON 3 : SCHOOL SUBJECTS

Lead-in : Ask the students to turn to page 21. Then ask them to describe the picture. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se passe la scène ?	La scène se passe au Lycée Moderne d'Ouragahio.
À quelle difficulté sont confrontés les personnages ?	Ils ne comprennent pas l'emploi du temps reçu de leurs camarades Nigerians.
Que décident-ils de faire ?	Ils décident d'en discuter avec leur professeur d'Anglais.
Sur quoi va porter la leçon du jour ?	Elle portera sur les disciplines étudiées en classe.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 22.
- Give the class a few minutes to study the table.
- Then go through the timetable aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Put the different subjects on the board and read them aloud for chorus repetition.

Vocabulary related to school subjects : *English / History / Maths / Physics / French / Civics / Biology / Geography / Arts / Physical training / Chemistry*

Listen and repeat *(language function) :*

- Allow a few minutes to students to read silently the conversation.
- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Naming school subjects) : What subject ... ? / What does ... have ? / When does ... have ? / What subject does ... have ... from ... to ?*

Note : In this section appear some vocabulary items, but they are not fundamental. Focus on the language function structures.

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to build individually names of school subjects from the scrambled words.
- Then students check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : *1-History / 2-Biology / 3- Chemistry / 4- Mathematics / 5- Geography / 6- Civics / 7- Physical training*

Exercise 2 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Note : this exercise focuses on students› real timetable. So, they should answer accordingly.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- in / 2- timetable / 3- of course / 4- subjects / 5- Civics / 6- When

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Listen and repeat 1 *(Vocabulary content) :*

Step 1 :

- Ask students to turn to page 24.
- Give a few minutes to students to read silently the text, and bring out what it is about.

Expected answer : the text is about Ourega Anael's timetable.

Step 2 :

- Read the text aloud. Students listen.
- Draw the attention of the class on the vocabulary items, then put them on the board.
- Read them out loud. Students listen and repeat.

Vocabulary related to school subjects : break time / Biology / interesting / exciting / difficult / fun

Listen and repeat 2 *(Language function) :*

- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Asking and giving opinions) :* How do you find ... / Do you like ... / It's easy / I find it boring...

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : How do you find English ?
   B : I find it interesting.
2- A : How do you find Physics ?
   B : I find it difficult.
3- A : How do you find Civics ?
   B : I find it easy.
4- A : How do you find Physical training ?
   B : I find it tiring.
5- A : How do you find Arts ?
   B : I find them boring

Exercise 2 :

- Ask the students to complete individually the passage.
- After a few minutes allow them to check their ideas with a partner.
- Then ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- favourite / 2 – boring / 3- interesting / 4- learn / 5- marks / 6- dislike

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Note : this exercise is optional. It concerns real students' timetable. So, they should answer accordingly.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 26.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students (at least two pairs) to come and present their productions out to the class.
- Put the completed dialogue on the board.

Note : The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their dialogues by themselves.

Exemple :

Liberian penfriend : Hello, my friend. Tell me. What subjects do you study at school ?

You : I study many subjects.

Liberian penfriend : What are they ?

You : English ; History ; Maths ; Physics ; French ; Civics ; Biology ; Geography ; Arts ; Physical training, etc.

Liberian penfriend : When do you have English, Maths, Physics and French ?

You : I have English on Mondays, Wednesdays and Fridays ; Maths on Tuesdays, Thursdays and Fridays ; Physics on Mondays and Tuesdays ; French on Wednesdays, Mondays and Fridays.

Liberian penfriend : How do you find English, French, Maths and Physics ?

You : I find English interesting, French boring, Physics and Maths difficult.

Liberian penfriend : Great ! like me !

You : Cool.

LET'S CONSOLIDATE 1

- Ask students to turn to page 27.
- Students work individually.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over call on named students to give the answers.
- Put the correct answers on the board.

Expected answers :

I. School life
1-g / 2-f / 3-e / 4-a / 5-b / 6-c / 7-d

II. Ongoing actions
1- are playing / 2- are discussing / 3- are revising / 4- is giving / 5- are lining up / 6- is walking / 7- is carrying

III. Locating places
1- Can you tell / 2- corner / 3- as far as / 4- turn right / 5- laboratory / 6 – opposite / 7- on the left

LET'S HAVE FUN

Give a couple of minutes to students to go through this section and get prepared their answer.

Expected answer : Because the students were so *«bright».*

UNIT 2 : AT HOME (Speaking)

LESSON 1 : MY FAMILY TREE

Lead-in : Ask the students to turn to page 29. Then ask them to describe the picture. Allow a few minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se passe la scène ?	La scène se passe au Lycée Moderne de Bangolo.
Que font les personnages ?	Ils échangent sur les membres de leurs familles élargies respectives.
Sur quoi portera la leçon du jour ?	Elle portera sur les membres de la famille élargie.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

Step 1 :

- Ask the students to turn to page 30.
- Give a few minutes to students to observe attentively the picture. Ask them what it is about.

Expected answer : it is a family tree (Harold's family tree).

Step 2 :

- Read through the sentences on page 31. For each sentence come back to page 30 and point out the corresponding character. You may

say : « Look, here is Zouh ; Zouh is Harold's **grandmother** »...

- Students repeat the targeted word. You put it on the board.
- You follow the model for each sentence.
- Read through the complete list. Students repeat.

Vocabulary related to extended family members : *grandmother / grandfather / grandparents / granddaughter / grandson / grandchildren*

Listen and repeat *(language function) :*

- Allow a couple of minutes for students to go through the dialogue.
- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Asking and answering question about family relationships / Asking and answering questions about people's age) : Who is / are ... to ... ? / What relationship is between ... ? / How old is ... ? / She is 16 years.*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to the students to build individually names of extended family members from the scrambled words.
- Then students check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- Son / 2- Grandfather / 3- Grandmother / 4- Husband / 5- Grandparents / 6- Wife / 7- Daughter / 8- Grandsons

Exercise 2 :

- Students work in groups.
- Move around the room and give help if necessary.
- Name a group to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : Who is Zouh to Dessegnon ? / What relation is between Zouh and Dessegnon ?

B : Zouh is Dessegnon's grandmother. / Dessegnon is Zouh's granddaughter.

A : And how old is Zouh ?

2- B : She is 70 years old. / She is 70.

A : Who is Doh to Dessegnon ? / What relation is between Doh and Dessegnon ?

B : Doh is Dessegnon's grandfather. / Dessegnon is Doh's granddaughter.

A : And how old is Dessegnon ?

B : She is 16 years old. / She is 16.

3- A : Who is Guelasson to Doh? / What relation is between Guelasson and Doh ?

B : Guelasson is Doh's grandson. / Doh is Guelasson's grandfather.

A : And how old is Guelasson ?

B : He is 13 years old. / He is 13.

4- A : Who is Gbela to Dessegnon ? / What relation is between Dessegnon and Gbela ?

B : Gbela is Dessegnon's father. / Dessegnon is Gbela's daughter.

A : And how old is Gbela ?

B : He is 45 years old. / He is 45.

Note : This exercise can easily be time consuming. Therefore, it would be preferable to ask each group to deal with only one item.

Exercise 3 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- Son / 2- Daughter / 3- Grandmother / 4- Father / 5- Grandchildren / 6- Mother / 7- Grandparents

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers :

1- Your parents' parents / 2- the daughter of your parents / 3- the father of your father / 4- your female parent / 5- the son of your mother / 6- the children of your children

SESSION 2

A- LET'S EXPLORE

Listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 33.
- Ask them to read silently the conversation between Ama and Dessegnon, and jot down the extended family members nouns they come accros.
- When most of the students have finished this exercise, call on named students to read their answers aloud. Explain if necessary.
- Write them on the board.

Vocabulary related to extended family members *: uncle / aunt / cousin / nephew / sister-in-law*

Listen and repeat 2 *(language function) :*

- Ask students to read silently the conversation for a couple of minutes.
- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Expressing future plans) : is coming / are having / is taking / is travelling / 's flying*

B - LET'S PRACTISE

Exercise 1 :

- Ask students to work individually.
- Allow them to check their ideas with a partner**.**
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1-cousin / 2-niece / 3- nephew / 4-sister-in-law / 5-brother-in-law / 6-aunt / 7-uncle

Exercise 2 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

- Draw the attention of students on the example given in the book and correct the mistake : « Where are you going ... » instead of « What are you going »

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers *(optional) :*

- I am eating a pawpaw this morning.
- He is playing football on Sunday.
- She is copying the English lesson this morning.
- They are travelling to London this weekend.
- Etc.

Note : accept any other correct proposals.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 35.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Give enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students (at least two pairs) to come and present their productions out to the class.
- Put the completed dialogue on the board.

Note : The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their dialogues by themselves.

Exemple :

You : My friend, this is my home. All the members of my extended family are present. This is Ibo, my grandfather.

Zuma : What is the name of this old woman and who is she to you ?

You (1) **:** This old woman is Bla, my grandmother.

Zuma : Who are your aunt and uncle ?

You (2) : Look, this is Jean, my uncle and that woman, is my aunt. Her name is Brigitte.

Zuma : Who is your brother-in-law and who is his wife ?

You (3) : Can you see the man next to Grandpa ? His name is Théophile ; my brother-in-law, Aunt Brigitte's husband.

Zuma : I see that your whole family is present. Is there something special ?

You (4) : Yes, we are going to celebrate Grandpa's anniversary tonight.

Zuma : Great !

LESSON 2 : A WEEKEND AT HOME

Lead-in : Ask the students to turn to page 36. Then ask them to describe the picture.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Quand se passe la scène ?	La scène se passe un weekend.
Qui sont les personnages ?	Moi et mon correspondant américain.
Que faîtes-vous ?	Nous avons une conversation téléphonique.
Sur quoi portera la leçon du jour ?	Elle portera sur les activités quotidiennes.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 37.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items related to daily activities.
- Write them on the board.

Vocabulary related to daily activities : *to brush one's teeth / to iron clothes / to mow the lawn / to go to the mosque / to go to church / to sweep the floor / to read the newspaper / to have dinner*

Listen and repeat *(language function) :*

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what the dialogue between Sékou and Gossio is about.

Expected answer : the dialogue is about their (mutual) daily activities.

Step 2 :

- Name two vulunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Using the present simple to talk about daily activities) : what do ... usually do ? / usually go / often read the newspaper ... iron clothes / what do ... often do ? / often sweep ... mow the lawn*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to complete individually the words or expressions related to daily activities.
- Then they check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : a- to mow the lawn / b- Mosque / c- To brush teeth / d- To iron the clothes / e- To sweep the floor / f- Church / g- To read the newspaper / h- To have dinner / i- To cut nails

Exercise 2 :

- Allow a few minutes to students to complete individually the words or expressions related to daily activities.
- Then students check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : a- iron / b- mows the lawn / c- sweeps the foor / d- reads a newspaper / e- brush my teeth / f- has dinner / g- cutting her nails

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next session.

Expected answers :

1- B : She usually goes to church (on Sundays).
2- B : He usually goes to mosque.
3- B : He usually sweeps the floor.
4- B : They usually cut their nails.
5- B : I usually brush my teeth.
6- B : He usually reads a newspaper.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 39.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- If some pictures are not obvious, you may need to explain or demonstrate.
- Write the captions on the board.

Vocabulary related to daily activities : *to cook the meal / to wash the dish / to go to market / to tidy the bedroom / to do homework / to wash clothes*

Listen, read and answer *(Language function) :*

Step 1 :

Give a few minutes to students to read silently the text, and bring out what it is about.

Expected answer : the text is about Harold's family's daily activities.

Step 2 :

- Allow a few minutes to students to read individually and silently the text again and answer the questions.
- Then students check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers :

1- Dessegnon tidied the bedrooms.
2- No, she didn't (She went to the market before cooking).
3- He read a newspaper.
4- He couldn't do it because he was tired.

Step 3 :

- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat

Language function *(Talking about past activities with the past simple) : cooked / tidied / went / washed / arrived / couldn't do / couldn't watch / read / was*

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : What did mother do yesterday ?
   B : She cooked the meal for the family.
2- A : What did Moni do yesterday ?
   B : He ironed the clothes.
3- A : What did Kimbo do two weeks ago ?
   B : He read the newspaper.
4- A : What did the women do before cooking the meal last time ?
   B : They went to the market.
5- A : What did Fallone do last Monday ?
   B : She tidied the bedroom.
6- A : What did the housewife do yesterday ?
   B : She cooked the meal.

Exercise 2 :

- Individual work.
- Allow a few minutes for this activity.

- Call on volunteers to suggest their answers.
- Peers can correct if necessary.

Expected answers : 1- cooked / 2- tidied / 3- washed / 4- did / 5- watched / 6- went

Note : Please, mind the mistake in the second item ('two days ago', instead of 'to days ago') !

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers :

a- Cook the meal / b- Tidy the beedroom / c- To iron the clothes / d- Read a newspaper / e- Go to the market / f- wash the clothes / g- wash the dishes

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 41.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over ask them to get in pairs to check their answers.
- Put the completed production on the board.

Note : The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their dialogue by themselves.

Example :

Ghanaian friend : Welcome home, my friend. I guess you had a busy week. What do you usually do during the week ?

You : From Monday to Friday, when I get up I brush my teeth, then I tidy my bedroom and I wash the dishes before going to school. In the evenings, I have dinner with my family members, then I do my homework before going to bed.

Ghanaian friend : Wow, I can see that you are very busy. But, what do you do at weekends ?

You : I wash my clothes, I mow the lawn / I help Mum to cook the meal.

Ghanaian friend : Great. Now, tell me what you did as special last week.

You : Last week, I went to church / to the mosque with my parents. I ironed my father's clothes.

Ghanaian friend : Thank you, my friend. You are a good boy / girl.

You : You are welcome. But, next time you will tell me your daily activities, too.

Ghanaian friend : It will be with pleasure.

LESSON 3 : MUM IS IN THE KITCHEN

Lead-in : Ask the students to turn to page 42. Then ask them to describe the picture.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se passe la scène ?	Chez moi à la maison.
Que font les personnages ?	Ils font la vaisselle et échangent sur le rôle de chaque ustensile.
Sur quoi portera la leçon du jour ?	Elle portera sur des ustensiles et certains verbes d'actions.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 43.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to kitchen utensils.
- Write them on the board.

Vocabulary related to kitchen utensils : *a knife (knives) / a spoon / a fork / a skimmer (skimmers) / a cooking pot / a saucepan (saucepans) / a frying pan / a cooker*

Listen and repeat *(language function) :*

- Allow a few minutes to students to read silently the conversation.
- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Expressing obligations and prohibitions) : must + verb / must (store) / mutn't + verb*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to the students to complete individually the sentences.
- Then students check with partners or neighbours their answers when time is over.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : a-glass / b-frying pan / c- cooking pot / d- spoon, fuck, knife / e- skimmer

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : What must we do now ?
   B : We must wash the utensils.
2- A : What must the children do (after school) ?
   B : After school, the children must help their parents at home.
3- A : What must you do when you are hungry ?
   B : When you are hungry you must cook food.
4- A : What must mothers do for their children ?
   B : Mothers must take care of their children.
5- A : What must people do before drinking water from the river ?
   B : People must boil water from the river before drinking it.
6- A : What must you do to if you want to cook faster ?
   B : If you want to cook faster, you must cook your food on a modern cooker.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- must / 2- must / 3- must / 4- mustn't / 5- must / 6- must

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content)*

- Ask students to turn to page 45.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items correspond to kitchen actions.
- Write them on the board.

Vocabulary related to kitchen actions *: to boil / to filter / to chop / to bake / to fry / breakfast / lunch / to grind*

Listen and repeat

Step 1 :

Give a few minutes to students to read silently the dialogue, and bring out what the dialogue between Dad and Harold is about.

Expected answer : the dialogue is about some ongoing actions in the household (kitchen).

Step 2 :

- Name two vulunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Talking about ongoing actions) : 's doing / is cooking / am revising / are helping / are not helping / are playing*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to the students to complete individually the sentences.

- Then students check with partners or neighbours their answers when time is over.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- boil / 2- chops / 3- fry / 4- lunch / 5- grinds

Exercise 2 :

- Allow a few minutes to the students to complete individually the sentences.
- Then students check with partners or neighbours their answers when time is over.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- is cooking / 2-are watching : 3- is doing / is reparing / 4- are helping

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1- are playing / 2- is frying / 3- is reading the newspaper / 4- is baking / 5- are washing

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 47.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Give enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students to come and present their production out to the class.
- Put the completed work on the board.

Note : The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their presentations by themselves.

Example :

Dear friend, welcome home.

Today, I want to present to you my mother's kitchen utensils.

- She has a big and modern cooker. She also has two big cooking pots, a small saucepan, a frying pan, some knives, spoons and forks.
- Every day, Mum cooks the meal in this kitchen. When she cooks the meal,
  - Mum chops onions and tomatoes and put them on the frying pan to fry the fish ;
  - She grinds pepper and some « akpi » to add in the sauce ;
  - To cook rice, she boils water for 10 minutes before putting the rice in the pot.

LET'S CONSOLIDATE 2

- Ask students to turn to page 48.
- Students work individually.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activities.
- Make sure they understand the whole task. Explain, define if necessary.
- Give enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students to come and present their production out to the class.
- Put the completed work on the board.

Expected answers :

I- Family tree : this activity is optional.

II- past actions

1- went / 2- washed / 3- mowed / 4- had / 5- bought / 6- swept

III- odd-one-out

1- chop / 2- newspaper / 3- sons / 4- to grind / 5- to read a newspaper

IV- Past simple of regular and irregular verbs

1- Visited / 2- payed / 3- climbed / 4- watched / 5- worked / 6- danced / 7- listened / 8- cooked / 9- enjoyed / 10- went / 11- found / 12- said / 13- put / 14- did / 15- sang

V- Communication activity

1- A : What is Brou doing tomorrow ?
   B : Brou is visiting the airport / He is visiting the airport.
2- A : What are Glahi and Diarra doing on Monday ?
   B : Glahi and Diarra are traveling to Manhattan.
3- A : What is Mrs Akaffou doing this afternoon ?
   B : She is planning her timetable.
4- A : What is Breki doing this morning ?
   B : He is taking his car from the garage.
5- A : What is Mr Leba doing tomorrow ?
   B : He is going back to his village Toukouzou.
6- A : What are Glazahi and his wife doing for this afternoon ?
   B : They are cooking their « kplé bah » meal.

V- Communication activity

1- must wash / 2- must / 3- mustn't / 4- must / 5- mustn't

Note : Bear in mind that not all the activities planned in this section are supposed to be covered. You should go through the ones you find profitable for your students.

LET'S HAVE FUN

If time allows students learn and recite this poem. The best performance may be rewarded by a grade.

UNIT 3 : TIME AND DATE (Writing)

LESSON 1 : WHAT'S THE WEATHER LIKE TODAY ?

Lead-in : Ask the students to turn to page 51. Then ask them to describe the picture. Allow a few minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Quelle est la tâche annoncée par la situation d'apprentissage ?	Rédiger une lettre pour décrire le temps et les saisons.
À qui est destinée cette lettre ?	Elle est destinée à un correspondant Ghanéen.
Sur quoi portera la leçon du jour ?	Elle portera sur le temps et les saisons.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 52.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to kitchen utensils.
- Write them on the board.

Vocabulary related to weather and seasons : *sunny / cloudy / stormy / bad weather / snowy / rainy / it's hot / it's cold / windy*

Listen and repeat *(Language function) :*

- Allow a couple of minutes for students to go through the table.
- Name two « strong » students to roleplay the dialogue that follow.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function (Describing the weather) : *What is ... like / It's sunny / It's humid / It's rainy*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to the students to work individually.
- Ask the students who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1-sunny / 2-cloudy / 3-rainy / 4-cold / 5-hot / 6-windy

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : What is the weather like in picture 1 ?
   B : The weather is sunny / It is sunny / The sun is shining.
2- A : What is the weather like in picture 2 ?
   B : The weather is cloudy / It is cloudy.
3- A : What is the weather like in picture 3 ?
   B : The weather is rainy / It is raining.
4- A : What is the weather like in picture 4 ?
   B : The weather is cold / It is cold.
5- A : What is the weather like in picture 5 ?
   B : The weather is hot / It is hot.
6- A : What is the weather like in picture 6 ?
   B : The weather is windy / It is windy.

C - LET'S TAKE HOME

Tell the class to do the exercises at home and get prepared for feedback next class.

Exercise 1 :

Expected answers :

1- HOT / 2- RAINY / 3- SNOWY / 4- CLOUDY / 5- SUNNY / 6- COLD / 7- WINDY

Exercise 2 :

Expected answers : 1- sunny / 2- rainy / 3- windy / 4- hot / 5- cold

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

Step 1 :

- Ask students to turn to page 55.
- Ask students to go through silently to the table and the pictures that follow.

- Then put the following questions :
  - How many seasons are there in Côte d'Ivoire ?
  - What are they ?
  - What characterises each season ?
  - Etc.
- Write what you find essential on the board.

Vocabulary related to the seasons in Côte d'Ivoire :

- **Dry season** : *hot ; cold ; windy*
- **Rainy season** : *rainy ; humid*

Step 2 :

- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to seasons in Europe.
- Write the words in bold on the board. Explain briefly what characterises each.

Vocabulary related to the seasons in Europe : *Spring / summer / fall / autumn / winter / snow*

Listen and repeat *(language function) :*

- Ask students to read silently the conversation between Arielle and Elie for a few minutes.
- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function (Describing seasons using prepositions of time) : in / at / to / from ... to

B - LET'S PRACTISE

Exercise 1 :

- Ask students to work individually.
- Allow them to check their ideas with partners**.**
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1-autumn (fall) / 2-winter / 3- spring / 4-summer / 5-dry season / 6-rainy season

Exercise 2 :

- Ask students to work individually.
- Allow them to check their ideas with partners.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1-to / 2-in / 3- at / 4-in / 5-in / 6-on

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1-D / 2-F / 3-E / 4-A / 5-B / 6-C

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 58.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Give enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students to come and present their productions out to the class.
- Put the final letter on the board.

Note : The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their letters by themselves.

Example :

Dear Friend,

I am happy to know that you are coming soon. In Côte d'Ivoire, there are two seasons : the dry season and the rainy season. The dry season comes from November to February and the rainy season appears from March to October. During the dry season, it is hot, cold and windy. In rainy season, it rains a lot. So it is humid. I hope the weather will be find during your stay.

Yours sincerely

(name)

LESSON 2 : WHAT A BUSY WEEK !

Lead-in : Ask the students to turn to page 59. Then ask them to describe the picture.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se passe la scène ?	Au Collège Moderne de M'Pouto.
Que font les personnages ?	Ils envoient des messages à leurs correspondants Américains, via Telegram.
Quel est l'objet de ces lettres ?	Pour leur décrire leur emploi du temps et leur programme de la semaine.
Sur quoi portera la leçon du jour ?	Elle portera sur les activités quotidiennes.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 60.
- Allow them a few minutes to go through the table for analysis.
- You may put some questions like :
  - What are the different moments of the day ?
  - What are they ?
  - What daily activities do you do at those moments ?
- Write what is essential on the board.

Vocabulary related to daily activities : *to have breakfast / to go to school / to have lunch / to help at home / to do some homework / to have dinner*

Listen and repeat 2 *(language function) :*

Step 1 :

- Give a couple of minutes to students to read silently the dialogue, and bring out what is about.
- Call on named students to suggest their answers.
- Write any acceptable answer on the board.

Expected answer : the dialogue is about Akui's daily activities.

Step 2 :

- Name two vulunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Describing daily activities) : what do ... usually do ? / usually go to school / have breakfast / help at home / have lunch*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to complete individually the words or expressions related to daily activities.
- Then they check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- get up / 2- have breakfast / 3- go to school / 4- have lunch / 5- go home / 6- do his homework / 7- have dinner / 8- sleep

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : What do you usually do in the morning ?
   B : I usually brush my teeth.
2- A : What does Alice usually do at noon ?
   B : She usually has lunch.
3- A : What does Henry usually do in the morning ?
   B : He usually helps at home.
4- A : What do you usually do in the evening ?
   B : I usually do homework.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next session.

Expected answers : 1- schedule / 2- breakfast / 3- lunch / 4- dinner / 5- watch / 6- midnight

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 62.
- Allow them a few minutes to go through the table for analysis.
- You may put some questions like :
  - What's this ? (an invitation card)
  - Who is invited ? (the members of the English Club).
  - What daily activities do you do at those moments ?
- Write what is essential on the board.

Vocabulary related to a birthday party : *invitation card / cake / guests / presents / song / to sing / to cut the cake*

Listen and repeat 2 *(Language function) :*

Step 1 :

Give a few minutes to students to read silently the dialogue and bring out what it is about.

Expected answer : the dialogue is about birthday celebration.

Step 2 :

- Ask students to read silently the dialogue for a couple of minutes.
- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Asking and answering questions about time and date) : When ... ? / What time... ? / What is the schedule... ? / It is on... / It is at...*

B - LET'S PRACTISE

Exercise 1 :

- Individual work.
- Allow a few minutes for this activity.
- Call on volunteers to suggest their answers.
- Peers can correct if necessary.

Expected answers : 1- cake cutting / 2- cake sharing / 3- guests / 4- gifts / 5- singing happy birthday song / 6- birthday cake

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : How old is Elie ?
   B : Elie is 4 years old.
2- A : When is Elie's birthday ?
   B : Elie's birthday is on February 8.
3- A : What time is the reception of the guests ?
   B : The reception of the guests is at 4 : 00 p.m.
4- A : What time is the cake cutting ?
   B : The cake cutting is at 6:00 p.m.
5- A : What time is the presentation of the presents ?
   B : The presentation of the presents is at 6 :00 p.m.

Note : Make sure you have corrected a slight mistake that appears in item 4. Write it on the board for students to correct in their book « 6 : 00 p.m. » in stead of « 6 : p.m. ».

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1- How old are you ? / 2- My birthday is on October 22nd / 3- My birthday is at 3 :00 p.m / 4- What time is your birthday party ?

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 64.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over ask them to get in pairs to check their answers.
- Put the completed production on the board.

Note : The production below is a mere example. It should not be taken for granted. Guide the students so that they can produce their letters by themselves.

Example :

Dear Friends,

You shall be happy to know that my birthday party is on 12th August. I invite you on that occasion. I hope you will not miss the opportunity to meet my parents.

Yours sincerely

(Name)

LESSON 3 : ELIE'S AGENDA

Lead-in : Ask the students to turn to page 65. Then ask them to describe the picture.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se passe la scène ?	Au Collège Moderne de Bingerville.
Que font les personnages ?	Ils rédigent un paragraphe.
Quel est l'objet de cette tâche ?	Pour décrire leur programme d'activité dans un concours organisé par l'Ambassade des États-Unis.
Sur quoi portera la leçon du jour ?	Elle portera sur projets futurs.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 66.
- Ask them to read silently the passage and jot down all the activities Elie has planned to do.
- When most of the students have finished this exercise, call on named students to read their answers aloud. Explain if necessary.
- Write them on the board.

Vocabulary related to future plans : *to do physical education / to do homework / to take an English test / to play video games / to visit the grandmother / to go to church*

Listen and repeat *(language function) :*

- Allow a few minutes to students to read silently the conversation.
- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Talking about future plans) : is going to do + verb*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to the students to complete individually the words with missing letters.
- Then students check with partners or neighbours their answers when time is over.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers :

1- COMPUTER GAME / 2- PHYSICAL EDUCATION / 3- HOMEWORK / 4- VISIT

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.

- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- My father is going to visit Man next week.
2- My brother is going to play computer games on Friday.
3- The students are going to have a test on Tuesday.
4- I am going to do some gardening in the afternoon next Saturday.
5- The students of 4e are going to take the BEPC exam next year.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- are going to / 2- are going to / 3- am going to / 4- is going to

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content)*

- Ask students to turn to page 68.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to future plans.
- Write them on the board.

Vocabulary related to future plans : *a tidy room / a messy room / to resume school / to sit for an exam / a quiz / to pass exam*

Look, listen and repeat 2 *(Launguage function)*

- Ask students to go through the pictures.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that the structures underlined are related to how to describe sequences.
- Write them on the board.

Language function *(Describing sequences) : first / second / then / after that / next / finally*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to complete individually the sentences.
- Then students check with partners or neighbours their answers when time is over.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- tidy / 2- sit for / 3- pass / 4- resume / 5- messy

Exercise 2 :

- Allow a few minutes to students to complete individually the paragraph.
- Then students check with partners or neighbours their answers when the time is over.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- first / 2-second / 3- then / 4- after that / 5- next / 6 - finally

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1- get up ; 2- eat breakfast ; 3- go to school ; 4- eat lunch ; 5- eat dinner ; 6- go to bed

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 70.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.

- Give enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students to come and present their production out to the class.
- Put the completed work on the board.

Note : The production below is a mere example. It should not be taken for granted. Guide students so that they can produce their writings (paragraphs) by themselves.

Exemple :

1- A model of agenda

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
Morning	- Break-fast - School	- Break-fast - School	- Breakfast - School	- Break-fast - School	- Break-fast - School	- Break-fast - Meet friends	- Break-fast - Washing
Noon	Lunch	Lunch	Lunch	Lunch	Lunch	- Lunch - Siesta	- Lunch - Siesta
Afternoon	School	School	Common test	School	School	- Sports - Com-puter games	- Home chores - Watch - TV
Evening	- Dinner - Home-work - Bed	- Dinner - Home-work - Bed	- Home chores - Home-work - Bed	- Dinner - Home-work - Bed	- Dinner - Home-work - Bed	- Home chores - Visit to family - Bed	- Dinner - Home- - work - Bed

2- A model of description of an agenda

I go to school every day morning. After lunch, at noon, I resume class. In the afternoons, I have dinner with my family members and I do some homework before going to bed. On Wednesday afternoons, I have some common tests at school. On Saturdays, I meet friends in the morning and do sports in the afternoons. On Sundays, I do some washing and I watch TV.

LET'S CONSOLIDATE 3

- Ask students to turn to page 71.
- Students work individually.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.

- Make sure they understand the whole task. Explain, define if necessary.
- Give enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students to come and present their production out to the class.
- Put the completed work on the board.

I) 1-weathers / 2- winter / 3- fall (autumn) / 4- spring / 5- summer
II) 1-gets up / 2- in the morning / 3- at noon / 4- in the evening
III) Optional

LET'S HAVE FUN

If time allows students learn and recite this poem. The best performance may be rewarded by a grade.

UNIT 4 : JOBS AND OCCUPATIONS (Writing)

LESSON 1 : WHAT DOES YOUR MOTHER DO ?

Lead-in : Ask the students to turn to page 73. Then ask them to describe the picture. Allow a few minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se passe la scène ?	Elle se passe au Lycée moderne de Sassandra.
Quelle est la tâche assignée aux élèves ?	Ils doivent rédiger un paragraphe.
Quel est l'objet de cet exercice ?	Ce texte a pour but de rendre hommage aux mamans.
De quoi parlera la leçon du jour ?	Elle parlera de métiers exercés par les parents.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 74.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to kitchen utensils.
- Write them on the board.

Vocabulary related to jobs and occupations : *a cashier / a waitress / a barber / an architect / a housemaid/ a plumber / a waiter / a dentist*

Listen and repeat *(Language function) :*

- Allow a couple of minutes for students to go through the table.
- Name two « strong » students to roleplay the dialogue that follows.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Asking and answering questions about people's jobs) : What does ... do ? / She is ... / He cuts men's hair...*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to the students to work individually.
- Ask the students who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1-Dentist / 2-Architect / 3-Plumber / 4-Waiter / 5-Housemaid / 6-Waitress

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- Sandra is a housemaid. She cleans people's houses.
2- Koffi is a barber. He cuts men's hair.
3- John is a waiter. He serves means in a restaurant.
4- Peter is an architect. He designs houses.
5- Prisca is a dentist. She treats people's teeth.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.
1- Housemaid / 2- dentist / 3- plumber / 4- cashier / 5- architect

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 76.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to kitchen utensils.
- Write them on the board.

Vocabulary related to jobs and occupations : *a car washer / a cook / a lawyer / a flight attendant / an engineer / a greengrocer / a computer scientist / a housewife*

Listen and repeat *(Language function) :*

- Allow a couple of minutes for students to go through the table.
- Draw the attention of the class on the language function, then put a few of those structures on the board.
- Read them out loud. Students listen and repeat.
- Ask students to copy the tables in copybook.

Language function (Expressing possession) : *my / mine / your / yours...*

B - LET'S PRACTISE

Exercise 1 :

- Ask students to work individually.
- Allow them to check their ideas with partners**.**

- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1-a flight attendant / 2-a lawyer / 3- a cook / 4-a computer scientist / 5-a greengrocer / 6-a car washer

Exercise 2 :

- Ask students to work individually.
- Allow them to check their ideas with partners**.**
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- our / 2-mine / 3- your / 4- their / 5- theirs / 6- hers.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1-my / 2-mine / 3- her / 4- hers / 5- mine

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 78.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Give enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students to come and present their productions out to the class.
- Put the final letter on the board.

Note : An article writing requires a certain methodology. Please give students some tools before evaluation. You may check some samples of article writing technics in Win skills – Student's books (4e/3e).

LESSON 2 : WHAT IS AN ELECTRIC CLIPPER USED FOR ?

Lead-in : Ask the students to turn to page 79. Then ask them to describe the picture.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se passe la scène ?	Au Lycée Moderne de Sakassou.
Que font les personnages ?	Ils rédigent un article à publier dans le magazine du Club d'Anglais.
Quel est l'objet de cette tâche ?	Pour décrire les outils utilisés dans différentes professions.
Sur quoi portera la leçon du jour ?	Elle portera sur les outils de travail.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 80.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to kitchen utensils.
- Write them on the board.

Vocabulary related to jobs and occupations : *a camera / a ladle / a whistle / a syringe / a handsaw / a hoe / an electric clipper/ a trowel*

Listen and repeat *(Language function) :*

Step 1 :

- Give a couple of minutes to students to go through the table and note what the tools are used for.
- You may ask questions like : « Who uses a syringe / an electric clipper / a hoe ?... »

Expected answers : « A doctor uses a syringe / A barber uses an electic clipper... »

Note : You may give prompts like : policeman ; cook ; haidresser ; doctor ; nurse ; carpenter, etc.

Step 2 :

- Name two vulunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Describing daily activities) : What is ... used for ? / What does ... for ? / Is used for... V+ing / uses ... for + V+ing*

B - LET'S PRACTISE

Exercise 1 :

- Students work individually.
- Then they check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers :

1- My father uses a camera for taking photographs.
2- My mother uses a ladle for serving sauce or soup.
3- My uncle uses an electric clipper for cutting (men's) hair.
4- My sister uses a syringe for making injections.
5- My aunt uses a hoe for working on the farm.
6- My brother uses a handsaw for cutting wood.

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : What is a trowel used for ?
   B : A trowel is used for spreading mortar.
2- A : What is a handsaw used for ?
   B : A handsaw is used for cutting wood.
3- A : What is a whistle used for ?
   B : A whistle is used for directing the traffic.
4- A : What is a syringe used for ?
   B : A syringe is used for making injections.

5- A : What is a hoe used for ?
B : A hoe is used for removing weeds / digging soil / working on the farm.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next session.

Expected answers :

1- A ladle is used for serving soup or sauce.
2- What is a handsaw used for ?
3- My sister uses a syringe for making injections.
4- What does your sister use a syringe for ?
5- A handsaw is used for cutting wood.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 82.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to kitchen utensils.
- Write them on the board.

Vocabulary related to jobs and occupations : *a law book / scales / a sewing machine / a tray / a cash register / a plunger / a sponge / a broom*

Listen and repeat *(Language function) :*

Step 1 :

- Give a couple of minutes to students to go through the table and note to what jobs and occupations the tools correspond to.
- You may ask questions like : « Who uses a law book / a tray / a cash register ?... »

Expected answers : « A lawyer uses a law book / A waiter uses a tray ... »

Step 2 :

- Name two vulunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function (Describing daily activities) : *Whose ... is this* ? / Wh*ose ... are these* ? / *It is ... noun+s / They are ... noun+s*

B - LET'S PRACTISE

Exercise 1 :

- Students work individually.
- Then they check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- law book / 2- scales / 3- sewing machine / 4- plunger / 5- cash register / 6- broom

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : Whose law book is this ?
   B : It is the lawyer's (law book).
2- A : Whose scales are these ?
   B : They are the greengrocer's (scales).
3- A : Whose sewing machine is this ?
   B : It is the tailor's / the dressmaker's (sewing machine).
4- A : Whose tray is this ?
   B : It is the waiter's (tray).
5- A : Whose cash register is this ?
   B : It is the cashier's (cash register).
6- A : Whose plunger is this ?
   B : It is the plumber's (plunger).
7- A : Whose sponge is this ?
   B : It is the car washer's (sponge).

8- A : Whose broom is this ?
B : It is the housewife's (broom).

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Note : Ask students to make some rechearch for this.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 84.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over ask them to get in pairs to check their answers.
- Put the completed production on the board.

Note : The excepted production can not be predicted. Guide students so that they can produce genuine materials related to their families.

LESSON 3 : WHERE DOES YOUR FATHER WORK ?

Lead-in : Ask the students to turn to page 85. Then ask them to describe the picture.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Que font les personnages ?	Ils rédigent un paragraphe lors d'un concours organisé par le Club d'Anglais.
Quel est l'objet de cette tâche ?	Pour décrire les noms des lieux de travail de différentes professions.
Sur quoi portera la leçon du jour ?	Elle portera sur les lieux de travail.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 86.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to workplaces.
- Write them on the board.

Vocabulary related to jobs and occupations : *a supermarket / a law court / a greengrocer's shop / an office / a cash wash / a building site / a fire station / a restaurant*

Listen and repeat *(Language function) :*

- Allow a few minutes to students to read silently the conversation.
- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Asking and answering questions about workplaces) : Where does... work ? / Where do ... work / in a kicken / in a law court...*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to the students to complete individually the words with missing letters.
- Then students check with partners or neighbours their answers when time is over.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- c / 2- d / 3- e / 4- b / 5- f : 6- a

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : Where does a cashier work ?
   B : He/She works in a supermarket.
2- A : Where does a waitress work ?
   B : She works in a restaurant.
3- A : Where does a lawyer work ?
   B : He/She works in a law court.
4- A : Where does a fireman work ?
   B : He works in a fire station.
5- A : Where does a car washer work ?
   B : He/She works in a car wash.
6- A : Where does a director work ?
   B : He/She works in an office.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- at a car wash / 2- in a restaurant / 3- in an office / 4- at a fire station

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content)*

- Ask students to turn to page 88.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to workplaces.
- Write them on the board.

Vocabulary related to workplaces : market / library / a pharmacy / an air-conditioned room / fragrant / smelly

Look, listen and repeat 2 *(Launguage function)*

Step 1 :

- Give a couple of minutes to students to go through the table and note at random some job descriptions.
- You may ask questions like : « Is a pharmacy a dirty place ? / How about a market place ? ... »

Expected answers : « A pharmacy is clean / A market is dirty... »

Step 2 :

- Name two vulunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(Describing workplaces) : What is... like ? / It is smelly / confortable...*

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : What is a garbage dump like ?
   B : It is dirty and smelly.
2- A : What is a pharmacy like ?
   B : It is clean and air-conditioned.
3- A : What is a market like ?
   B : It is crowded and noisy.
4- A : What is your mother's kitchen like ?
   B : (optional)
5- A : What is a library like ?
   B : It is quiet and clean.

Note : Please, correct a slight mistake which appears in the description of a pharmacy. Write « air-conditioned » in stead of « air conditioned » on the board for students to note.

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers : 1- crowded / 2-fragrant / 3- conditioned / 4- smelly / 5- comfortable

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers :

1- What is a restaurant like ?
2- A pharmacy is air-conditioned (mind the hyphen, please).
3- A market is noisy and crowded.
4- A hotel is comfortable and air-conditioned.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 90.
- Give a few minutes to students to read individually and silently the passage and the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Give enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students to come and present their production out to the class.
- Put the completed work on the board.

Note : Guide students so that they can produce their paragraphs by themselves.

Example : In my family you can find a teacher, a nurse and a plumber. My father who is a teacher, teaches lessons to students in a classroom. It is a clean place. My mother, works as a nurse in a hospital. Her workplace is also clean. My uncle, the plumber, repairs pipes in people's homes.

LET'S CONSOLIDATE 4

- Students work individually.
- Give a few minutes to students to read individually and silently the passage and the instructions of these activities.
- Make sure they understand the different tasks. Explain, define if necessary.
- Give enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students to come and present their productions out to the class.
- Put the completed work on the board.

Expected answers :

I- 1-smelly / 2- fragrant / 3- conditioned / 4- noisy / 5- spring / dentist

II- 1-waitress / 2- cashier / 3- dentist / 4- barber

III- 1- It is the car washer's

1- It is the plumber's
2- It is the barber's
3- It is the dentist's

IV- Communication activity

1. A : What does a barber do ?
   B : He cuts men's hair.
   A : Where does he work ?
   B : He works in the barber's chop.
2. A : What does an architect do ?
   B : He designs and builds houses.
   A : Where does he work ?
   B : He works on building sites.
3. A : What does a plumber do ?
   B : He repairs pipes.
   A : Where does he work ?
   B : He works in people's homes.
4. A : What does a waitress do ?

B : She serves meals.
A : Where does she work ?
B : She works in restaurants.

5. A : What does a hoursemaid do ?
   B : She cleans homes.
   A : Where does she work ?
   B : She works in people's homes.
6. A : What does a cashier do ?
   B : She collects clients' money.
   A : Where does she / he work ?
   B : She / he works in supermarkets.

LET'S HAVE FUN

If time allows students learn and recite this poem. The best performance may be rewarded by a grade.

UNIT 5 : CLOTHES AND COLOURS (Listening)

LESSON 1 : LET'S GET DRESSED !

Lead-in : Ask the students to turn to page 93. Then ask them to describe the picture.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. After that, ask a few questions about it. You may use the questions in the grid below.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Which school are the students from ?	Lycée GAF Touba.
What are the students preparing ?	They are preparing an excursion to Ghana.
How do they prepare the excursion ?	By listening to a text.
What is the listening text about ?	It describes clothes and what people are wearing.
What is the day's lesson about ?	It is about clothes and colours.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 94.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to items of clothing and accessories.
- Write them on the board.

List of words related to items of clothing and accessories : *pyjamas / a dress / a jacket / pants / a hat / socks / boxer shorts / panties*

Listen and repeat *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what the conversation between Yasseen and Chéryne is about.

Expected answer : The dialogue is about the items of clothing Yasseen and his family are wearing to go to the restaurant.

Step 2 :

- Name two volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures related to questions and answers about what people are wearing : *What are you wearing ? / I am wearing... / What is he or she wearing ? / He or She is wearing.../ What are they wearing ? / They are wearing...*

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write in their copybooks the number corresponding to the items of clothing they can hear.
- Play the audio twice or thrice.
- Put the answers on the board.

LISTENING PASSAGE

Put on your shirt,
Put on your pants,
Put on your coat,
Come on, Come on,
Let's get dressed!
Put on your socks,
Put on your shoes,
Put on your hat,
Come on, come on,
Let's get dressed !

Expected answers : 1- Shirt / 2- Pants / 4- Coat / 5- Socks / 6- Shoes / 7- Hat

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write in their copybooks the correct forms of the structures.
- Move around the room and give help if necessary.
- Put the answers on the board.

Expected answers : am wearing / is wearing / are wearing / is wearing

C - LET'S TAKE HOME

Tell the class to do the homework and prepare for feedback next class.

Expected answers : 1- clothing / 2- hat / 3- pyjamas / 4- socks / 5- dress

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 96.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to accessories, shoes and jewels.
- Write them on the board.

List of the captions related to jewels, shoes and accessories : *a tie / a scarf / a ring / earrings / a necklace / a handbag / trainers / sandals*

Listen and repeat *(language function)*

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what the conversation between Paul and Emelle is about.

Expected answer : the dialogue is about the items of clothing people wear.

Step 2 :

- Name two volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.
- **List of structures used to ask and answer questions about what people wear :** *Do you put on trainers ? / Yes, I do or No, I don't. / Does he or she wear a ring ? / Yes, he or she does. / Do they wear sandals? / Yes, they do or No, They don't.*

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Name a pair to read each question and answer.
- Peers can correct if necessary.
- Put some answers on the board.

Expected answers : 2-Does Konan put on pyjamas to go to the market ? No, he doesn't. / 3- Does the President wear trainers in office? No, he doesn't. / 4- Does Sarah put on a dress to go to a party ? Yes, she does.

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write in their copybooks the name of each character.
- Play the audio twice or thrice or read the listening passage.
- Put the answers on the board.

LISTENING PASSAGE

Mimi generally wears a hat and a necklace to attend official ceremonies. Her son Paul likes to wear shorts and sandals and Jeanne wears a swimsuit at the beach. Franck puts on a shirt, a tie, shorts and trainers to go to school. His sister Mary regularly wears a dress and a scarf and she has a handbag where she can put papers and makeups to go to her office.

Expected answers : 1- Mimi / 2- Franck / 3- Mary / 4- Paul and Jeanne

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers :

2- Yes, he does or No, he doesn't. / 3- Yes, they do or No, they don't. / 4- Yes, I do or No, I don't. / 5- Yes, she does or No, she doesn't.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 3

- Tell the class to turn to page 98.
- Give a few time to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.
- Play the audio twice for exercise (A) and twice again for exercise (B).

Expected answers :

A- 1- (B) / 1-C / 2- A / 3- B

- Allow enough minutes for this exercise and give help if needed.
- When time is over, ask students to stop their productions.
- Ask some of them to read their paragraphs.
- Note the recurring mistakes (pronunciation, vocabulary, structure...)
- Provide feedback and write a consensual paragraph on the board

Note : The production below is a mere example. It should not be taken for granted.

As an indication : My father is an educator. He is wearing a shirt, a tie and trousers to go to work. My mother is a secretary. She wears a blouse and a skirt to go to office. My brothers are students. They wear khaki uniforms to go to school.

LISTENING PASSAGE

John : Hello, Curtis ! Can I ask you some questions ?
Curtis : Hi, John. Yes, you can.
John : What clothes do boys and girls wear at school ?
Curtis : Well, boys wear khaki uniforms and girls wear blue skirts and white blouses.
John : And what do teachers wear for school ?
Curtis : It depends. Men wear trousers or jeans, shirts, t-shirts or suits with ties and a watch. Women wear, skirts, wrappers, blouses and earrings.

LESSON 2 : LOOK AT MY BLUE WATCH !

Lead-in : Ask the students to turn to page 100. Then ask them to describe the picture. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. After that, ask a few questions about it. You may use the questions in the grid below.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Which school are the students from ?	Lycée Djédji Amondji.
What are they doing ?	They are visiting Osseykro, Ghana.
Who do they come across ?	A (Ghanaian) clothes seller
What do the students listen to ?	They listen to the seller's description of colourful underwear and accessories.
What is the day's lesson about ?	It is about clothes and colours.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 101.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to underwear, jewels and accessories.
- Write them on the board.

List of words related to items of clothing, jewels and accessories : *a watch / a bracelet / gloves / a belt / sunglasses / a bra / a tank top / a swimsuit.*

Look, listen and repeat 2 *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what the conversation between Kate, Jeanne and Clovis is about.

Expected answer : It is a guessing game on underwear and accessories.

Step 2 :

- Name three volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures related to questions and answers about what people wear : *What do girls wear to swim ? / They wear swimsuit (It is a swimsuit).*

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write in their copybooks the number and letter corresponding to the underwear, jewels and accessories they can hear.
- Play the audio twice or thrice.
- Put the answers on the board.

LISTENING PASSAGE

Gniré and her friends are at the market to buy clothes and underwear. Gniré wants to buy a bracelet and her friend Tenin wants to have a new bra. Boys also wants to buy new things. Ibrahim is interested in purchasing gloves. As for Séry, he would like to get a swimsuit for his sister Emma.

Expected answers : 1- b / 2- a / 3- a / 4- b

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put the answers on the board.

Expected answers : 2- It is a bra (or a tank top). / 3- It is a bracelet (or a watch). / 4- They are gloves. / 5- It is a tank top.

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers : 1- do / 2- It / 3- people (girls, boys or other plural nouns) / 4- are / 5- does / 6- shorts

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 103.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to colours.
- Write them on the board.

List of the captions related to colours : *blue / green / yellow / black / brown / grey / pink / purple*

Listen and repeat *(language function)*

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what the conversation between Tom and Sylvia is about.

Expected answer : the dialogue is about colours of clothes.

Step 2 :

- Name two volunteers to roleplay the dialogue.

- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.
- **List of structures used to ask and answer questions about the colour of clothes :** *What colour is the shirt ? / It is blue (It is a blue shirt). / What is the colour of the blouse ? (It is purple (It is a purple blouse).*

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Peers can correct if necessary.
- Put the answers on the board.

Expected answers : 1- yellow / 2- brown / 3- grey and black / 4- brown / 5- blue / 6- black / 7- grey / 8- purple

Exercise 2 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Peers can correct if necessary.
- Name a pair to read each question and provide the answer.
- Put some answers on the board.

Possible answers : 1- My favourite shirt is grey or It is shirt. / 2- They are black or My father's favourite shoes are black. / 3- They are white and orange or The taxis are white and orange. / 4- It is blue or My English book is blue. / 5- It is yellow or The sun is yellow.

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers : 2- B : It is a watch. / 3- B: It is a bra. / 4- B: It is a bracelet. / 5- they are gloves / They are boxer shorts.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 3

- Tell the class to turn to page 105.
- Give a few time to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.
- Play the audio twice for exercise (A) and twice again for exercise (B).

Expected answers : (A)-2 (B)- a - shoes b- black c- green and white d- scarves e- pink f- grey

- Allow enough time for this exercise and give help if needed.
- When time is over, ask students to stop their productions.
- Ask some of them to read their paragraphs.
- Note the recurring mistakes (pronunciation, vocabulary, structure...)
- Provide feedback and write a consensual paragraph on the board

Note : The production below is a mere example. It should not be taken for granted.

As an indication : I like jeans, T-shirt, trousers and shirt. My favourite jeans are blue and my favourite trousers are black. The T-shirt I like is yellow and my favourite shirt in green. I like wearing jeans to go the market. I like wearing T-shirts to go to the beach and shirt to go to parties.

LISTENING PASSAGE

Hi, everybody. I have got a lot of nice clothes for you. I have trousers and jeans, shirts, pyjamas and shoes for men .The trousers are black, the jeans are blue, the shirts are green and white, and the shoes are black. For women I have underwears, handbags, skirts and scarves. The scarves are brown, the handbags are red and the skirts are pink. I also have T-shirts, sweaters, shorts and socks for young people. The T-shirts and sweaters are green, red, and pink. The shorts and socks are grey. Do you like them ?

LESSON 3 : LET'S GO SHOPPING FOR CLOTHES !

Lead-in : Ask the students to turn to page 106. Then ask them to describe the picture. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. After that, ask a few questions about it. You may use the questions in the grid below.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Which school are the students from ?	Lycée Moderne Bonoua.
Where are they ?	In a clothes shop in Kumasi, Ghana
What do they want ?	They want to buy some articles.
Who do the students listen to ?	They listen to the salesperson.
What information does the salesperson give ?	The prices of items of clothing.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 107.
- Point to each picture and read the prices out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Teach students the reading of large numbers.
- Write them on the board.

List of large numbers : 2,500 : Two thousand, five hundred / 30,400 : Thirty thousand, four hundred / 88,600 : Eighty-eight thousand, six hundred / 170,000 : One hundred and seventy thousand / 208,510 : Two hundred and eight thousand, five hundred and ten / 500,000 : Five hundred thousand / 690,000 : Six hundred and ninety thousand / 1,000,000 : One million.

Look, listen and repeat 2 *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what the conversation between Fatu and the salesperson is about.

Expected answer : It is a conversation about the prices of items of clothing.

Step 2 :

- Name two volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures related to questions and answers to give prices : *How much does the dress cost ? / It costs 20,000 francs / How much do the trainers cost ? / They cost 25,000 francs.*

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write the numbers in letters in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put the answers on the board.

Expected answers : d. Four thousand, nine hundred and forty / e. Nine hundred thousand / c. Thirty-five thousand eight hundred / f. One million, five hundred thousand / b. Ten thousand, six hundred and seventy

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write in their copybooks the names and the corresponding prices.
- Play the audio twice or thrice.
- Put the answers on the board.

LISTENING PASSAGE

Namy : There are so many beautiful articles in this shop. Let's make our choice. What do you want to buy Elisabeth ?

Elisabeth : I will buy the black panties. They cost one thousand two hundred. What about you, Namy ?

Namy : I think I will take the scarf. It costs three thousand eight hundred and ninety francs. I will buy the black tank top. It is six thousand and one hundred. Are you going to take anything else Elisabeth ?

Elisabeth : Yes, of course. I will take the blue tank top. It costs five thousand four hundred and fifty.

Expected answers : Namy : Scarf (3,890 fr) / Elisabeth : Panties (1,200 fr) Blue tank top (5,450 fr)

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers :

Exercise 1 : 1- f / 2- d / 3- b / 4- e / 5- c / 6- a

Exercise 2 : 2- How much does the jacket cost ? / 3- How much does the ring cost ? / 4- How much do the earrings cost ? / 5- How much do the socks cost ? / 6- How much is the shirt ?

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 110.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to shopping.
- Write them on the board.

List of the captions related to shopping : *a clothes shop / a changing room / a shop assistant / a till / a mannequin / a receipt / to try on / to pay cash*

Listen and repeat *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what the conversation between Aude and Michelle is about.

Expected answer : the dialogue is about shopping in a clothes shop.

Step 2 :

- Name two volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures used to express a preference : *I prefer taking the pink shirt (PREFER(S) + VERB(ING). / I would rather pay cash (WOULD RATHER + VERB).*

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs.
- Ask students to write the sentences in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Peers can correct if necessary.
- Put some answers on the board.

Expected answers : 2- The girls prefer going to the clothes shop. The girls would rather go to the clothes shop / 3- Amira prefers trying the dress on before buying it. Amira would rather try the dress on before buying it / 4-Fathen prefers buying the grey socks. Fathen would rather buy the grey socks.

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write in their copybooks the pieces of information about Tina.
- Play the audio twice or thrice.
- Put the answers on the board.

LISTENING PASSAGE

My name is Tina. I am thirteen years old and I like going shopping for clothes with my mother Anna. The name of my favourite clothes shop is "Love Clothes". There are so many beautiful items in there that we cannot buy everything we want. My mother then prefers buying a dress and a scarf. I would rather take a swimsuit and a hat.

Possible answers : 1- Tina. / 2- 13 years old. / 3- A dress and a scarf. / 4- Swimsuit and hat. / 5- Anna. / 6- Love Clothes

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers : 2- costs / 3- try / 4- Changing / 5- prefer

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 3

- Tell the class to turn to page 112.
- Give a few minutes to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.
- Play the audio twice for exercise (A) and twice again for exercise (B).

Expected answers : (A) False (B) 1- B 2- C 3- A 4- C

- Students work in pairs.
- Allow enough time for this exercise and give help if needed.
- When time is over, ask some pairs to come before the class to present their dialogues.
- Note the recurring mistakes (pronunciation, vocabulary, structure...).
- Provide feedback and write a consensual dialogue on the board.

Note : The production below is a mere example. It should not be taken for granted.

As an indication : (1) They cost 10,500 fr. / (2) It costs 1,300 fr. / (3) Green and grey. / (4) I prefer taking the grey skirt. (5) It costs 12,000 fr.

LISTENING PASSAGE

Seller : Come and buy, everybody ! There are clothes for you ! Men and women can wear them, come and buy !

Customer : Hello, how much are these clothes ?

Seller : Which ? These black suits are 10,500 cfa, the caps are 1,000 cfa, and the grey pair of trainers is 6,000 cfa. They are cheap !

Customer : And how much is an underwear for a woman ?

Seller : Only 1,300 cfa. Women can have other clothes : handbags, skirts and scarves. The skirts are brown, green and grey. The brown skirts are 2,000 cfa, the green ones are 3,000 cfa ; and the grey scarves are 25,000 cfa. Here are coloured wrappers for women.

Costumer : And how much do they cost ? Seller : 12,000 cfa each. Which one would you prefer ?

LET'S CONSOLIDATE 5

- Students work individually.
- Give a few minutes to students to read individually and silently the passage and the instructions of these activities.
- Make sure they understand the different tasks. Explain, define if necessary.
- Give enough time for this and give help if needed.
- When time is over, ask students to stop their productions.
- Ask them to get in pairs to check their answers.
- Then call on named students to come and present their productions out to the class.
- Put the completed work on the board.

I- a- Hat b- Trainers c- Socks d- Shoes e- Dress f- Coat g- Shirt h- Suit i- Blouse j- Scarf k- Skirt l- Jeans m- T-shirt

II- 1- d 2- a 3- e 4- c 5- b

III- 1- b 2- a 3- d 4- e 5- c

IV- 2- **You :** He got a nice shirt.

Your partner : Oh really ? What colour is it ?

You : It is green.

Your partner : And how much does it cost?

You : It costs 3,500 cfa.

3- **You :** He bought a new skirt.

Your partner : What colour is it ?

You : It is blue.

Your partner : How much does it cost ?

You : It costs 4,000 cfa

4- **You :** I bought a new handbag.

Your partner : Oh really ? What colour is it ?

You : It is red.

Your partner : And how much does it cost ?

You : It costs 6,500 cfa.

LET'S HAVE FUN

LISTENING PASSAGE

Poem : Clothes don't Make the Man
I am wearing **sandals**,
But don't treat me like vandals.
He is wearing a **tie,**
But he might be a spy.
They puts on beautiful **earrings**
And also on their fingers some rings,
But they are not married to Kings.
So, let's get dressed
Whatever we pursuit,
Don't be stressed
Even if you are wearing a **suit.**

UNIT 6 : FOOD AND DRINKS *(Listening)*

LESSON 1 : AT THE RESTAURANT

Lead-in : Ask the students to turn to page 117. Then ask them to describe the picture. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. After that, ask a few questions about it. You may use the questions in the grid below.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Who are you going to visit in Monrovia ?	My Liberian penpal
Where are you supposed to interact with people ?	In a restaurant.
What do you do to be able to interact with people ?	I listen to text.
What is the listening text about ?	It is about ordering food and expressing preferences.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 118.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond food and meals.
- Write them on the board.

List of words related to food and meals : *mixed vegetables / bread and salad / avocado puree / meatballs / pounded plantain and palm nut soup / pounded yam and groundnut soup / french fries and fried chicken / fried rice and grilled fish*

Listen and repeat *(language function) :*

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what the conversation between Ketsia and a waiter is about.

Expected answer : the dialogue is about ordering food in a restaurant.

Step 2 :

- Name two volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures related to ordering food: *Can I have fried rice ? / I would like to have fried rice.*

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write the correct spelling of each word or group of words in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put the answers on the board.

Expected answers : 1- Bread / 2- Fried rice / 3- Mixed vegetables / 4- Pounded plantain / 6- Avocado puree / 7- Palm nut soup

Exercise 2 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Ask students to write the missing words in their copybooks.
- Name a pair to roleplay the dialogue.
- Peers can correct if necessary.
- Put some answers on the board

LISTENING PASSAGE

W : Good afternoon Madam ! May I help **you ?**
C : Yes. I **would** like to have some **pounded** plantain, please.
W : Ok ! With what soup ?
C : can I have it with palm **nut** soup ?
W : Anything else ?
C : Yes, I would like to **have** some salad, too.
W : Great ! I will be back with your order in five minutes.
C : Thank you very much.

Expected answers : 1- you / 2- would / 3- pounded / 4- Can / 5- nut / 6- have

C - LET'S TAKE HOME

Tell the class to do the homework andget prepared for feedback next class.

Expected answers : 3- B : The tourists would like to have groundnut soup / 4- B : Can Pabo have grilled fish ? / 5- Koné and Séry would like to have mixed vegetables.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 120.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to drinks and desserts.
- Write them on the board.

List of the captions related to drinks and desserts : *coffee / tea / wine / soft drinks / ice cream / milkshake / cake / cookies*

Listen and repeat *(language function) :*

Step 1 :

Give a couple of minutes to students to read silently the text and answer the questions.

Expected answer : 1- "Deliciousness" / 2- She prefers soft drinks to wine. / 3- She prefers cake to ice cream.

Step 2 :

- Name some students to read the text.
- Draw the attention of the class on the language function, then put the structures on the board.

- Read them out loud. Students listen and repeat.

List of structures used to express preferences : *Affoué prefers soft drinks to wine. / Affoué prefers eating cake to licking ice cream.*

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs.
- Ask students to write the sentences in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Peers can correct if necessary.
- Put some answers on the board.

Expected answers : 2-Christelle prefers ice cream to cookies. / 3- Students prefer soft drinks to wine. / 4- Children prefer milkshake to cake. / 5- Camille prefers cake to tea. / 6- I prefer cookies to soft drinks.

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write in their copybooks the numbers corresponding to Tuo's preference.
- Play the audio twice or thrice.
- Put the answers on the board.

LISTENING PASSAGE

Hello, I am Tuo. I really like drinks and desserts. I prefer coffee to tea. I prefer enjoying milkshake to eating cake. Sometimes at the restaurant, I prefer drinking soft drinks.

Expected answers : 1- Coffee / 3- Milkshake / 4- Soft drinks

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers *(As an indication) :*

2- I prefer pounded plantain and palm nut soup to pounded yam and groundnut soup. / 3- I prefer licking ice cream to eating cake. / 4- I prefer having bread and salad to eating meatballs.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 3

- Tell the class to turn to page 122.
- Give a few minutes to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.
- Play the audio twice for exercise (A) and twice again for exercise (B).

Expected answers :

A- Best Dishes

B- 1- A / 2- C / 3- B / 4- C

C-

- Students work in pairs.
- Allow enough time for this exercise and give help if needed.
- When time is over, ask some pairs to come before the class to present their dialogues.
- Note recurring mistakes (pronunciation, vocabulary, structure...).
- Provide feedback and write a consensual dialogue on the board.

Note : The production below is a mere example. It should not be taken for granted.

As an indication : (2) Can I have french fries and fried chicken ? / (3) I would like to have cakes. / (4) I prefer drinking soft drinks. (5) Thank you !

LISTENING PASSAGE

Good morning and welcome to "Best Dishes". "Best Dishes" is the best restaurant in the city. Please, let me give you the menu of the day. As starters, there are avocado puree, mixed vegetables and meatballs. In "Best Dishes", we also have delicious main dishes. There are fried rice and grilled fish, french fries and fried chicken, pounded plantain and palm nut soup. For dessert, "Best Dishes" proposes milkshakes, cakes and ice creams. As drinks, we have soft drinks and wine. So, what would you like to order as an appetizer ?

LESSON 2 : AT THE GREENGROCER'S

Lead-in : Ask the students to turn to page 124. Then ask them to describe the picture. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. After that, ask a few questions about it. You may use the questions in the grid below.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Where is the dietician from ?	America.
What is the dietician giving ?	A presentation
When is the dietician giving the presentation ?	During the next meeting of the English club.
What do you do to get prepared for the event ?	I listen to a text about fruit and vegetables.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- <u>LET'S EXPLORE</u>

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 125.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to fruit.
- Write them on the board.

List of words related to fruit : *a tangerine / a soursop / a watermelon/ a cashew / a guava / a lemon / a strawberry / a bunch of grapes*

<u>Step 1</u> :

Give a couple of minutes to students to read silently the text and answer the questions orally.

Expected answer : 1- On the table of the dining-room / 2- A lot of tangerines and guavas / 3- Yes, they do. / 4- There are a few lemons and watermelons. / 5- No, she drinks a little watermelon juice.

<u>Step 2</u> :

- Name some students to read the text.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures related to the expression of quantities: *A lot of or A few guavas (A lot of or A few + countable noun or plural noun) / A great deal or A little water (A great deal or A little + uncountable noun or singular noun).*

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put the answers on the board.

Expected answers : 1- g / 2- c / 3- e / 4- f / 5- d / 6- b / 7- a

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write in their copybooks the number corresponding to the fruit they can hear.
- Play the audio twice or thrice.
- Put the answers on the board.

LISTENING PASSAGE

Fruit are tasty and good for health. A strawberry is sweet and delicious. There is a lot of vitamins C in lemon. N'cho, Guéi and Gnahoré like eating guavas. Fruit are very important and dietitians reveals that eating a soursop helps the body fight against diseases.

Expected answers : 1- b / 2- b / 3- a / 4- a

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers : 1- a lot of / 2- a little / 3- a lot of / 4- a great deal of

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 127.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to vegetables.
- Write them on the board.

List of the captions related to vegetables : *cabbage / eggplant / pumpkin / Cucumber / spinach / french beans / spring onion / cassava*

Listen and repeat *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the text and answer the questions orally.

Expected answer : 1- Yes, vegetables have different shapes, tastes, colours and vitamins. / 2- A pumpkin is bigger than an eggplant. / 3- Cucumbers are sweeter than spring onions. / 4- No, spinaches are greener than french beans. / 5- A cabbage is richer in vitamin C.

Step 2 :

- Name some students to read the text.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures used to make a comparison with short adjectives : *A cucumber is sweeter than a spring onion. / Spinaches are greener than french beans (Adjective(er) + than). / Irregular adjectives : Good : better than / Bad : worse than*

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write in their copybooks the number corresponding to the vegetables they can hear.
- Play the audio twice or thrice.
- Put the answers on the board.

LISTENING PASSAGE

In Toh Bi and Amoin's vegetable garden, you can find a variety of vegetables. For example you find some cabbage, spring onions, eggplants. You can also see french beans. There is no cucumber and onion.

Expected answers : 1- cabbage / 3- eggplant / 6- Spring onions / 7- French beans

Exercise 2 :

- Students work in pairs.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Peers can correct if necessary.
- Put some answers on the board.

Possible answers : 1- bigger / 2- better / 3- sourer / 4- lower / 5- worse

C - LET'S TAKE HOME

Tell the class to do the homework andget prepared for feedback next class.

Expected answers : 2- pumpkin / 3- cassava / 4- eggplant / 5- french beans / 6- cucumber / 7- spring onion

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 3

- Tell the class to turn to page 129.
- Give a few minutes to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.
- Play the audio twice for exercise (A) and twice again for exercise (B).

Expected answers :

A- 1- F 2- T

B- 1- A / 2- C / 3- B / 4- C

C-

- Allow enough time for this exercise and give help if needed.
- When time is over, ask students to stop their productions.
- Ask some of them to read their paragraphs.
- Note the recurring mistakes (pronunciation, vocabulary, structure...)
- Provide feedback and write a consensual paragraph on the board

Note : The production below is a mere example. It should not be taken for granted.

As an indication : In the market of Danguira, there are fruit like guavas, tangerines and lemons. There are also vegetables like French beans, spinaches and eggplants. There are a lot of guavas and eggplant, but there are a few tangerines and spinaches. Lemons are smaller than tangerines and eggplants are sweeter than spinaches.

LISTENING PASSAGE

Come and buy ! Come and buy fruit and vegetables produced here in Ghana! There are a lot of watermelons and lemons. I also sell fruit coming from Europe. There are a few strawberries and grapes. I sell fresh and delicious fruit juice. There is a great deal of tangerine juice and a little guava juice. I have vegetables from the whole African continent. There are pumpkins, cucumbers and French beans. My pumpkins are bigger than the pumpkins in supermarkets. My cucumbers are longer and my French beans are sweeter than the ones in supermarkets. So come and buy them because fruit and vegetables contain a lot of vitamins. Eat 5 kinds of fruit and vegetable every day for a good health.

LESSON 3 : WELCOME TO THE COOKING SHOW !

Lead-in : Ask the students to turn to page 130. Then ask them to describe the picture. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. After that, ask a few questions about it. You may use the questions in the grid below.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Which school are the students from ?	Jean Piaget.
What are the students preparing for ?	They are preparing for a lunch.
Where is the lunch supposed to take place ?	In a Liberian restaurant.
How are the students preparing for the lunch ?	They listen to a podcast.
What is the podcast about ?	It is about giving food recipes.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 131.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to action verbs.
- Write them on the board.

List of the captions related to action verbs : *to bake / to beat / to crush / to crack / to pour / to peel / to chop / to add up*

Listen and repeat *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the text and answer the questions orally.

Expected answer : 1- It is the recipe for cooking omelette. / 2- No, we need to have 4 eggs and some oil. / 3- You have to crack and beat them.

Step 2 :

- Name some students to read the text.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures related to the expression of necessities : *You need to crack the eggs. / You have to crack the eggs.*

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write the correct sentences in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put some answers on the board.

Expected answers : 2. You need to crack the eggs. / 3. You have to beat the eggs. / 4. You need to chop the onions. / 5. You have to crush the potatoes and the onions. / 6. You have to add up some salt. / 7. You need to pour some oil. / 8. You need to bake the whole.

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put some answers on the board.

Expected answers : 1- H / 2- E / 3- A / 4-D / 5- C / 6- F / 7- G / 8- B

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers : 1- b / 2- e / 3- a / 4- d / 5- c

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 133.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to ingredients.
- Write them on the board.

List of the captions related to ingredients : *yeast / sugar / seasoning cube / mustard / cheese / honey / butter / milk*

Listen and repeat *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the text and answer the questions orally.

Expected answer : 1- It is the recipe for cooking pancake. / 2- First of all, you need to take a big bowl. After that, you have to add up some flour, milk, yeast, eggs and salt into the bowl. After a while, you need to mix the whole with a whisk. Later, you have to use some butter to cook the pancakes. At last, you need to cook the pancakes in a frying pan.

Step 2 :

- Name some students to read the text.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures related to the expression of a process : *First of all… / After that… / After a while… / Later… / At last…*

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Peers can correct if necessary.
- Put the answers on the board.

Expected answers : 2- After that / 3- After a while / 4-Later / 5- At last

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write the ingredients in their copybooks.
- Play the audio twice or thrice.
- Put the answers on the board.

LISTENING PASSAGE

I need to have 5 ingredients for cooking. I need to have some **butter,** a glass of **milk,** 2 pieces of **sugar,** some **honey** and **mustard.**

Possible answers : 2- milk / 3- sugar / 4-honey / 5-mustard.

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers *(As an indication) :*

First of all, you have to put a Sauce pan on fire. After that, you pour water in the saucepan. After a while, you can add a pinch of salt to the water. Later, you add some rice in the water. At last, you wait for fifteen minutes for students to react.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 3

- Tell the class to turn to page 135.
- Give a few minutes to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.
- Play the audio twice for exercise (A) and twice again for exercise (B).

Expected answers :

A- Alloco

B- 1- A / 2- B / 3- C / 4- B / 5- C / 6-A

C-

- Allow enough time for this exercise and give help if needed.
- When time is over, ask some students to read their paragraphs.
- Note the recurring mistakes (pronunciation, vocabulary, structure...)
- Provide feedback and write the missing words on the board

Plantain, salt and oil are the ingredients for the recipe. First, I **peel** the plantain and I cut them in **cubes**. Then, I boil the oil for about **10 minutes** in a large frying pan. **At last,** I fry the plantains and the meal is ready. We can eat it with **eggs or fish.**

LISTENING PASSAGE

The ingredients for the recipe are three ripe plantains, some salt and oil. Ok now, first of all, you have to peel and chop the plantains in cubes. After that, add some salt to the plantains. Later, boil the oil in a large frying pan for about 10 minutes. Finally, fry the plantain until each side is golden brown. Your alloco is ready ! You can eat it with eggs or fish. Enjoy your meal !

LET'S CONSOLIDATE 6

I- Column A

- Starter : 1- Avocado puree / 2- Meatballs
- Main dish : 1- French fries and fried chicken / 2- Pounded yam and ground nut soup / 3- Pounded yam and ground nut soup

Column B

- Drinks : 1- Wine / 2- Soft drinks / 3- Tea
- Desserts : 1- Cookies / 2- Milkshake

II- 1) Cook the meal ! / 2) Taste the food ! / 3) Pound the plantains ! / 4) Cut up the onions ! / 5) Crack the eggs in a bowl ! 6) Add a pinch of salt !

III- (As an indication)
2) I would like to have meatballs / 3) I prefer French fries and fried chicken / 4) Milkshake is sweeter / 5) milkshake / 6) water / (7) Thank you !

LET'S HAVE FUN

1- Tangerine / 2- Cucumber / 3- Pumpkin (4) Honey / (5) At last

UNIT 7 : HEALTH AND ENVIRONMENT (Reading)

LESSON 1 : MY BODY HYGIENE

Lead-in : Ask the students to turn to page 139. Then ask them to describe the picture. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. After that, ask a few questions about it. You may use the questions in the grid below.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Which school are the students from ?	Lycée Sainte Marie.
What are the students doing ?	They are reading a text.
What is the text about ?	It is about health and hygiene.
What is students' objective ?	They want to take care of their body and stay healthy.
What is the skill of the day's lesson ?	It is reading.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 140.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond hygiene materials.
- Write them on the board.

List of words related to hygiene materials : *nail clippers / a toilet paper / a cotton bud / a soap / a comb / a sponge / a toothbrush / a towel*

Listen and repeat *(Language function)*

Step 1 :

Give a couple of minutes to students to analyse the grid, read silently the dialogue, and bring out what the conversation between Silaire and Véro is about.

Expected answer : the dialogue is about what we must do and what we mustn't do to have a good hygiene.

Step 2 :

- Name two volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures related to expressing obligations and prohibitions : *MUST + VERB. / MUSTN'T + VERB.*

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put the answers on the board.

Expected answers : 1- a / 2- f / 3- e / 4- d / 5- c / 6- g / 7- b

Exercise 2 :

- Students work in pairs.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Ask students to write the missing words in their copybooks.
- Name a pair to roleplay the dialogue.
- Peers can correct if necessary.
- Put some answers on the board

Expected answers : 1- must / 2- mustn't / 3- must / 4- must / 5- must

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers : 1- Yes, you can. / 2- You must wash your hands with soap. / 3- The bacteria get in your body and make you sick.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 142.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.

- Make sure the students understand that those captions correspond to action verbs related to hygiene.
- Write them on the board.

List of the captions related to action verbs : *to shave / to defecate in the streets / to cut one's nails / to brush one's teeth / to urinate in the streets / to spit in the streets / to dry oneself / to wash one's health*

Listen and repeat *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what it is about.

Expected answer : It is about good and bad actions for hygiene.

Step 2 :

- Name two volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures used to express obligations and prohibitions : *HAS / HAVE TO + VERB / DOESN'T / DON'T HAVE TO + VERB*

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs.
- Ask students to write the sentences in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Peers can correct if necessary.
- Put some answers on the board.

Expected answers : B- We have to wash hands before eating. We don't have to defecate in the streets. / C- We have to take a bath regularly. You don't have to sneeze in your hands. / D- You have to dry your hair after a bath. You don't have to cough in your hands. / E- We have to clean ears with cotton buds. We don't have to spit in the streets.

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write the answers in their copybooks.

- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put the answers on the board.

Expected answers : 1- T / 2- F / 3- F / 4- F / 5- T

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Exercise 1 :

Expected answers : 1- shave / 2- brush teeth / 3- wash hands / 4- take a bath / 5- dry hair / 6- dry oneself

Exercise 2 :

Expected answers : 1- have to / 2- don't have to / 3- doesn't have to / 4- don't have to / 5- has to

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 3

- Tell the class to turn to page 145.
- Give a few minutes to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.

Expected answers :

A- c

B- 1-C / 2- E / 3- A / 4- D / 5-G / 6-F / 7-B

C- 2- Cleanliness becomes important when it comes to being and remaining healthy and feeling good. / 3- It is the way we take care for our body. / 4- It will help them stay healthy. / 5- By having a well-kept hygiene.

D-

- Allow about a few minutes for this exercise and give help if needed.
- When time is over, ask students to stop their productions.
- Ask some of them to read their paragraphs.

- Note the recurring mistakes (pronunciation, vocabulary, structure…)
- Provide feedback and write a consensual mail on the board

Note : The production below is a mere example. It should not be taken for granted.

Dear Zouzouko,

A good hygiene is very important. It help people stay healthy. So, you must brush your teeth every day. You must take a bath with a soap and a sponge. You mustn't eat with dirty hands. You mustn't sneeze or cough in your hands.

Yours sincerly

name

LESSON 2 : I SHOULD PROTECT MY ENVIRONMENT

Lead-in : Ask the students to turn to page 147. Then ask them to describe the picture. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. After that, ask a few questions about it. You may use the questions in the grid below.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Which school are the students from ?	Collège Moderne Molonoublé
Where are they ?	At the American embassy.
What do they celebrate ?	The World Environment Day.
What do students read ?	Brochures about the dangers that menace the environment.
What is the skill of the day's lesson ?	It is reading.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 148.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to natural disasters.
- Write them on the board.

List of words related to natural disasters : a heatwave / a drought / a flood / an earthquake / climate change / a bushfire

Listen and repeat :

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what it is about.

Expected answer : It is about pieces of advice to protect the environment.

Step 2 :

- Name volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures used to give advice : OUGHT TO + VERB / OUGHT NOT TO + VERB

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write their answer in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put the answers on the board.

Expected answers : (1) ought to / (2) ought not to / (3) ought to / (4) ought not to / (5) ought not to

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write their answer in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put the answers on the board.

Expected answers : 1- F / 2- F / 3- T / 4- T

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers : 1- ought not to / 2- ought not to / 3- ought to / 4- ought not to / 5- ought to

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 150.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to natural disasters and pollution.
- Write them on the board.

List of the captions related to natural disaster and pollution : *water pollution / noise pollution / air pollution / soil pollution / soil erosion / hurricane / tsunami / deforestation*

Listen and repeat *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the dialogue, and bring out what it is about.

Expected answer : It is about pieces of advice to protect the environment and avoid pollution.

Step 2 :

- Name two volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures used to give advice : *SHOULD + VERB / SHOULDN'T + VERB*

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write their answer in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put the answers on the board.

Expected answers : 1- shouldn't / 2- shouldn't / 3- should / 4- shouldn't / 5- should / 6- should / 7- should / 8- shouldn't

Exercise 2 :

- Students work in pairs.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Peers can correct if necessary.
- Put some answers on the board.

Possible answers : 1- gases, dust, odors, particles, smoke, fumes, and other substances. / 2- It is like a blanket of air which protects all life. / 3- No, it is not.

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers : 1- should not / 2- should not / 3- should / 4- should / 5- should

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 3

- Tell the class to turn to page 152.
- Give a few minutes to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.

Expected answers :

A- a

B- 1-D / 2- B / 3- A / 4- E

C- 2- It is an unpleasant sound that has an adverse effect on the human ear. / 3- Moving vehicles, man-made machines, loud music. / 4- When it is all around.

D-

- Allow a few minutes for this exercise and give help if needed.
- When time is over, ask students to stop their productions.

- Ask some of them to read their article.
- Note the recurring mistakes (pronunciation, vocabulary, structure...)
- Provide feedback and write a consensual article on the board.

Note : The production below is a mere example. It should not be taken for granted.

POLLUTION AND NATURAL DISASTERS IN CÔTE D'IVOIRE

There are many types of pollution in my country.

There are water pollution, air pollution and noise pollution. There are also many types of natural disasters: bushfire, flood and drought. To stop these types of pollution and natural disaster, people should protect the environment.

We should plant trees and we shouldn't destroy the forest.

Sidney Assemien

LESSON 3 : WATER, SOURCE OF LIFE

Lead-in : Ask the students to turn to page 154. Then ask them to describe the picture. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. After that, ask a few questions about it. You may use the questions in the grid below.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Which school are the students from ?	Lycée Moderne Koumassi.
What are the students reading ?	A text about epidemic diseases.
What are they preparing ?	A presentation on the celebration of the World Health Day.
What is the skill of the day's lesson ?	Reading.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 155.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.

- Make sure the students understand that those captions correspond to water and diseases.
- Write them on the board.

List of the captions related to water and diseases : *a mosquito bite / a mosquito repellent / A mosquito net / a stagnant water / a headache / fever*

Listen and repeat *(language function)*

Step 1 :

Give a couple of minutes to students to read silently the dialogues, and bring out what they are about.

Expected answer : They are about possibilities to catch diseases.

Step 2 :

- Name volunteers to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures used to express possibilities : *How can we contract malaria? / We can contract it through mosquito bites / Can we get malaria by drinking dirty water ? / Yes, we can or No, we can't.*

B - LET'S PRACTISE

Exercise 1 :

- Ask a student to read the instructions of the exercise.
- Ask students to write the correct sentences in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put some answers on the board.

Expected answers : 2. Mosquito bites can transmit malaria. / 3. Can we use mosquito repellent to avoid malaria ? / 4. Stagnant water can attract mosquitoes.

Exercise 2 :

- Ask a student to read the instructions of the exercise.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put some answers on the board.

Expected answers : 1- dangerous / 2- can / 3- bites / 4- catch / 5- net / 6- repellent / 7- stagnant water

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers :

1- MOSQUITO NET / 2- MOSQUITO REPELLENT / 3- STAGNANT WATER / 4- MALARIA / 5- MOSQUITO BITE

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 157.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those captions correspond to symptoms and diseases.
- Write them on the board.

List of the captions related to symptoms and diseases : *vomiting / a disease / stomachache / a symptom / a virus / diarrhoea*

Listen and repeat *(Language function)*

Step 1 :

Give a couple of minutes to students to read silently the sentences, and bring out what they are about.

Expected answer : They are about probabilities to catch diseases.

Step 2 :

- Name volunteers to read the sentences.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

List of structures used to express probabilities : *MAY + VERB*

B - LET'S PRACTISE

Exercise 1 :

- Students work in pairs.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Peers can correct if necessary.
- Put the answers on the board.

Expected answers : 2- diarrhoea / 3- stomachache / 4- vomiting / 5- symptoms

Exercise 2 :

- Students work in pairs.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Peers can correct if necessary.
- Put the answers on the board.

Possible answers : 2- Contaminated water may cause hepatitis A. / 3- Drinking dirty water may provoke stomachache / 4- Vomiting and fever may be the symptoms of cholera.

Exercise 3 :

- Ask a student to read the instructions of the exercise.
- Ask students to write their answers in their copybooks.
- About a few minutes for this exercise. Move around the room and give help if necessary.
- Put the answers on the board.

Possible answers : 1- It is a bacterial disease. / 2- (No matching item for answer) / 3- Modern sewage and water treatment.

C - LET'S TAKE HOME

Tell the class to do the homework and get prepared for feedback next class.

Expected answers *(As an indication) :*

1- It is bacterial disease / 2- It is a malady / 3- Vomit is throw-up / 4- It is a pain in the stomach / 5- Symptoms are signs of a disease.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, the language function and the structures presented in this session.

SESSION 3

- Tell the class to turn to page 159.
- Give a few minutes to students to read individually and silently the instructions of the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Ask students to do all the tasks in their copybooks.

Expected answers :

A- a

B- 1-e / 2- a / 3- c / 4- b / 5-d

C- 2- People can catch it from contaminated food or water. / 3- No, many infected people recover without serious damage. / 4- People may avoid it by having a good hygiene and being vaccinated.

D-

- Students work in pairs.
- Allow enough time for this exercise and give help if needed.
- When time is over, ask some pairs to come before the class to present their dialogues.
- Note the recurring mistakes (pronunciation, vocabulary, structure...).
- Provide feedback and write a consensual dialogue on the board.

Note : The production below is a mere example. It should not be taken for granted.

(1) Hello, Brou ! (2) It is a very dangerous disease. (3) We can contract it through mosquito bites. (4) Stagnant water. (5) fever, vomiting and headache are symptoms of malaria. (6) We may avoid it by sleeping under a mosquito net (7) You're welcome !

LET'S CONSOLIDATE 7

I- 1- towel / 2- soap / 3- toilet paper / 4- sponge / 5- comb / 6- toothbrush / 7- nail clippers / 8- cotton bud

II- A- You have to shave regularly. You don't have to urinate in the streets. / B- You have to wash hands before eating. You don't have to defecate in the streets. / C- You have to take a bath regularly. You don't have to

sneeze in your hands. / D- You have to dry your hair after a bath. You don't have to cough in your hands. / E. You have to clean ears with cotton buds. You don't have to spit in the streets.

III- (As an indication)

A : (2) What does your sister have to do to be clean ?

B : She has to cut her nails with clippers.

A : (3) What does Aya have to do to protect her teeth ?

B : She has to brush her teeth with toothpaste

A : (4) What does your mother have to do to keep her hair clean ?

B : She has to wash her hair with shampoo.

LET'S HAVE FUN

(1) CLIMATE CHANGE / (2) EARTHQUAKE / (3) HEATWAVE / (4) BUSHFIRE (5) DROUGHT

UNIT 8 : SPORTS AND GAMES (Reading)

LESSON 1 : THE IMPORTANCE OF SPORTS

Lead-in : Ask the students to turn to page 163. Then ask them to describe the picture. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. Afterward ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Which school are the pupils from ?	Lycée Pierre Gadié of Yopougon
What does the teacher ask them to do ?	Read a text
What is the text about ?	the importance of sports
Why does he ask them to read the text ?	To encourage them to practise sports

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 164.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those items are related to sports.
- Write them on the board.

Vocabulary related to sports : *javelin throw / cycling / boxing / long jump / running / gymnastics / judo / karate*

Listen and repeat *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the conversation, and bring out what it is about.

Expected answer : the conversation is about expressing sport preferences.

Step 2 :

- Name two vulunteers to roleplay the conversation.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(expressing preferences) : my favourite sport is ....*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to classify these sports into individual or collective ones.
- Students check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : Cycling = A and B / running = A and B / long jump = A / javelin throw = A / judo = A and B / gymnastics = A and B / boxing = A / karate = A

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

Esaie : What **(1)** *sport do you practise* ?

Disso : I **(2)** *practise karate*.

Esaie : Well ! **(3)** *What is your favourite sport* ?

Esaie : (4) I *practise javelin throw* but my (5) *favourite sport* is cycling.

Disso : 6 [This item may not be obvious for students. It could be something like : « *What sport does your sister practise ?* ».]

Esaie : 7 He practises karate (*any sport name can be accepted*)

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers :

1- Football is a collective sport.
2- I practise running.
3- Cycling is the favourite sport of my friend.
4- Boxing is an individual sport.
5- Richard's favourite sport is javelin throw.
6- Tennis is an individual sport.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 166.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- If some pictures are not obvious, you may need to explain or demonstrate.
- Write the captions on the board.

Vocabulary related to sports : *jogging / wrestling / football / basketball / handball / volleyball / tennis / swimming*

Listen and repeat *(Language function) :*

Step 1 :

Give a couple of minutes to students to read silently the conversation, and say what it is about.

Expected answer : the conversation is about expressing sport preferences.

Step 2 :

- Name two vulunteers to roleplay the conversation.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(expressing preferences) : (I) prefer + Noun / (I) prefer + verb-ing*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to read the definitions and find the corresponding sports.
- Students check their answers with their partners or neighbours.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : *1-football / 2-tennis / 3-swimming / 4-volleyball / 5-basketball / 6-wrestling*

Exercise 2 :

- Students work in pairs.
- Move around the room and give help if necessary.
- Name a pair to read their answers to the class.
- Peers can correct if necessary.

Expected answers :

1- A : Which sport does Murielle Ahouré prefer ?
   B : She prefers running.
2- A : Which sport does Phelps prefer ?
   B : He prefers swimming.

3- A : Which sports does Drogba prefer ?
B : He prefers (playing) football and running.
4- A : Which sport does Monica prefer ?
B : She prefers swimming.
5- A : Which sport does Messi prefer ?
B : He prefers football.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- T / 2- F / 3- F / 4- T / 5- F / 6- T

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 168.
- Allow them a few minutes to read carefully the instructions.
- Inform them that they are going to read a text and do the tasks that follow it.
- Introduce the tasks one after the other.
- For the first task, allow the students a few minutes to read the text and answer 6 questions. Allow them to compare their answers with their neighbours before conducting feedback. Then, move to the next task.
- Allow a few minutes to the students to write and prepare their speech. Move around to provide help where necessary.
- When time is over, make them stop and conduct feedback
  - ask the students to suggest their answers (start with a strong or confident student),
  - make them correct their production,
  - write the correct speech on the board for note-taking.

Expected answers :

A- 1- We can define sport as a regular physical activity.
2- There are four sports.
3- Young people and adults.

4. A person who never practises sport will have health problems.

5- The benefit of doing sport professionally is to gain lots of money.

6- Yes, it is. Because a person who doesn't practise sport will very often complain about his health.

Note : The production below is a mere example. It should not be taken for granted. Guide the production of the students so that they can produce their own speech.

Example :

Hello, dear friends.

My name is ... and I'm in form 2 at (school name).

Today, I'm here to tell you about the practice of sport and its importance.

In my area, people practise different kind of sports. The popular ones are football, handball and karate. All these sports are important because they permit to stay healthy and reduce certain diseases like obesity and cancer. I play football and handball ; but football is my favourite sport.

I encourage you to practise sport if you want to be strong and healthy.

Thank you for your attention.

LESSON 2 : THE AFRICAN CUP OF NATIONS

Lead-in : Ask the students to turn to page 169. Then ask them to read the the fact file. Allow a few minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Which school are the students from ?	Lycée Municipal of Marcory
What do the students decide to do ?	Read a text about the African Cup of Nations.
Why do they want to read the text ?	To get well-prepared for a contest

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat 1 *(Vocabulary content) :*

- Ask students to turn to page 170.
- Point to each picture and read the captions aloud. Students listen and repeat. Check the pronunciation and correct if necessary.
- Make sure the students understand that those words are related to football.
- Write them on the board.

Vocabulary related to football : *a team / a goalkeeper / a footballer / the goals (goalposts) / a stadium / a referee / spectators / a trophy*

Look, listen and repeat 2 *(language function) :*

Step 1 :

Give a few minutes to students to read silently the two conversations, and say what they are about.

Expected answer : The conversations are about giving reasons.

Step 2 :

- Name two volunteers to roleplay the conversations.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(giving reasons) : because + proposition / that's why + proposition*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to match each word to its corresponding definition.
- Students check their answers with their partners or neighbours.
- Ask the pairs who have completed the task to read their answers.
- Put the correct answers on the board.

Expected answers : 1- a / 2- h / 3- f / 4- b / 5- c / 6- d / 7- e

Exercise 2 :

- Allow a few minutes to students to fill in the gaps.
- Students check their answers with their partners or neighbours.
- Ask the pairs who have completed the task to read their answers.
- Put the correct answers on the board.

Expected answers : 1- because / 2- that's why / 3- because / 4- that's why / 5- because / 6- because / 7- that's why

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : NB : *Any other correct answer can be accepted.*

1- The goalkeeper is good, that's why he stops the ball.
2- Spectators support their teams because they love them.
3- A footballer is rich because he gains (earns) lot of money.
4- The trophy is prestigious, that's why all the teams want to win it.
5- When the ball crosses the goal line it's a goal, that's why a goalkeeper protects his goalposts.
6- Players respect the rules of the game because of the referee.

LET'S KEEP IN MIND

At the end of the session, advise the students to revise their lesson by keeping in mind the vocabulary items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 172.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- If some pictures are not obvious, you may need to explain or demonstrate.
- Write the captions on the board.

Vocabulary related to football : *locker rooms / a slide tackle / a pair of cleats / a penalty spot / a jersey / a shoot*

Listen and repeat *(Language function) :*

Step 1 :

Give a few minutes to students to read silently the two conversations, and say what they are about.

Expected answer : The conversations are about expressing purpose.

Step 2 :

- Name two volunteers to roleplay the conversations.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(expressing purpose) : to / in order to*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to match the different parts to make meaningful sentences.
- Students check their answers with their partners or neighbours.
- Ask the pairs who have completed the task to read their answers.
- Put the correct answers on the board.

Expected answers : 1- c / 2- d / 3- a / 4- b / 5- f / 6- e

Exercise 2 :

- Allow a few minutes to students to match each word or expression with its definition.
- Students check their answers with their partners or neighbours.
- Ask the pairs who have completed the task to read their answers.
- Put the correct answers on the board.

Expected answers : 1- e / 2- d / 3- c / 4- a / 5- b

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers :

1- We organise **African Cup of Nations in order to** promote african football.
2- Drogba puts the ball in the **penalty spot in order to** kick a penalty.
3- The players return to the **locker rooms for** freshening up. (refreshing themselves)

4- Max Gradel **shoots** the ball **for** scoring the victory goal.
5- Eric Bailly makes a **slide tackle in order to** save a goal.

Note : Any other proposals can be accepted provided they go along with the language function.

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 174.
- Allow them to read carefully the instructions.
- Inform them that they are going to read a text and do the tasks that follow it.
- Introduce the tasks one after the other.
- For the first task, allow the students a few minutes to read the text and answer a few questions. Allow them to compare their answers with their neighbours before conducting feedback. Then, move to the next task.
- Allow a few minutes to the students to write a paragraph. Move around to provide help where necessary.
- When time is over, make them stop and conduct feedback
  - ask the students to suggest their answers (start with a strong or confident student),
  - make them correct their production,
  - write the correct paragraph on the board for note-taking.

Expected answers :

A- 1- The referee
2- You can have a red card.
3- Yes, he does.
4- Yes, it is.
5- The African Nations Cup and the World Cup.

B-

Note : The production below is a mere example. It should not be taken for granted. Guide the production of the students so that they can write their own paragraph.

Example :

Last year, I watched a football match between Egypt and Senegal.

I really appreciated it because it was the final of the African Cup of Nations.

It was also a final between the two best african players of Liverpool Mohamed Salah and Sadio Mané.

The players of Senegal played this match in order to win their very first trophy in the competition.

The match also helped the fans to determine who was the best player of the year, between Sadio Mané and Mohamed Salah.

At the end of the match, I was very happy of the victory of the national team of Senegal led by Sadio Mané.

LESSON 3 : THE IMPORTANCE OF GAMES

Lead-in : Ask the students to turn to page 175. Then ask them to read the essay on sports and games. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then read it aloud and choose a few students to read it for the class. Then ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Which school are the students from ?	Lycée Moderne 3 of Agboville
Where are the students?	At an English class
What are they doing ?	Reading a text about traditional games.
Why are they reading it ?	In order to discuss the importance of games

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 176.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- If some pictures are not obvious, you may need to explain or demonstrate.
- Write the captions on the board.

Vocabulary related to games : *draughts / awalé game / a video game / a ludo game / scrabble / cards*

Listen and repeat *(language function) :*

- Allow a few minutes to students to read silently the conversation.
- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(making suggestions) : How about…-ing ? / I suggest that …*

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to write the odd one out.
- Then students check with partners or neighbours their answers.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- Awalé / 2- Video game / 3- Draughts / 4- Ludo / 5- Scrabble / 6- cards

NB : For item 3 replace **scrabble** by **handball** in the student's book.

Exercise 2 :

- Allow a few minutes to students to complete the dialogue.
- Then students check their answers with their partners or neighbours.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- how about / 2- suggest that / 3- suggest that / 4- suggest that / 5- suggest that

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- how about / 2- I suggest (that) we / 3- I suggest (that) we / 4- I suggest (that) we / 5- How about / 6- How about / 7- I suggest (that) we

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat *(Vocabulary content) :*

- Ask students to turn to page 178.
- Point to each picture and read the captions out loud. Students listen and repeat. Check the pronunciation and correct if necessary.
- If some pictures are not obvious, you may need to explain or demonstrate.
- Write the captions on the board.

Vocabulary related to games : baby-foot / chess game / monopoly / jumping rope / hopscotch / swing

Listen and repeat *(Language function) :*

- Allow a few minutes to students to read silently the conversation.
- Name two « strong » students to roleplay the dialogue.
- Draw the attention of the class on the language function, then put the structures on the board.
- Read them out loud. Students listen and repeat.

Language function *(making suggestions) :* What about + verb-ing ? / let's + verb

B - LET'S PRACTISE

Exercise 1 :

- Allow a few minutes to students to complete the dialogue with the words or expressions from the box.
- Then students check their answers with their partners or neighbours.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1-monopoly and swing / 2-what about / 3- let's play / 4- what about going / 5- let's

Exercise 2 :

- Allow a few minutes to students to complete the sentences.
- Then students check their answers with their partners or neighbours.
- Ask the pairs who have completed the task to read their answers.
- Put the answers on the board.

Expected answers : 1- what about / 2- let's / 3- let's / 4- let's / 5- what about / 6- what about / 7- what about

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- won / 2- watched / 3- played / 4- defeated / 5- lost / 6- scored

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the vocabulary items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 180.
- Allow the students to read carefully the instructions.
- Inform them that they are going to read a text and do the tasks that follow it.
- Introduce the tasks one after the other.
- For the first task, allow the students a few minutes to read the text and say if the statements are true or false. Allow them to compare their answers with their neighbours before conducting feedback. Then, move to the next task.
- Allow a few minutes to the students to describe their favourite game in a paragraph. Move around to provide help where necessary.
- When time is over, make them stop and conduct feedback
  - ask the students to suggest their answers (start with a strong or confident student),
  - make them correct their production,
  - write the correct paragraph on the board for note-taking.

Expected answers

A- 1- False / 2- True / 3- False / 4- True / 5- True

B-

Note : The production below is a mere example. It should not be taken for granted. Guide the production of the students so that they can write their own paragraph.

Example :

My name is ...and my favourite game is draughts.
I prefer it because it is the game that develops logical thinking.
Draughts is played by two people.
The principle is to move pieces forward and capture the pieces of the opponent.
The winner is the person who captures all the opponent's pieces.

LET'S CONSOLIDATE 8

- Students work individually.
- Make sure they understand the whole task. Explain, define if necessary.
- Allow enough time for this and give help if needed.
- When time is over call on named students to give the answers.
- Put the correct answers on the board.

Expected answers :

I. 1-stressed / 2-relax / 3-comfortable / 4-enjoy / 5-life lessons / 6-skills

II- performance / 2-promising / 3-stars / 4- talents / 5-fans / 6- team work

III- Mohamed Salah was / 2- two / 3- Dominic Adiyiah and Kwadwo Asamoah

LET'S HAVE FUN

Give a couple of minutes to students to go through this section and get prepared their answer.

Expected answer : Awalé game.

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